DOCUMENT RESUME

ED 287 434 HE 020 907

AUTHOR	Fonseca, James W., Comp.
TITLE	Non-Traditional and Interdisciplinary Programs. Selected Papers from the Annual Conference on Non-Traditional and Interdisciplinary Programs (3rd, Arlington, Virginia, July 1-3, 1985).
INSTITUTION	George Mason Univ., Fairfax, Va. Div. of Continuing Education.
PUB DATE	85
NOTE	346p.; For other conference proceedings, see HE 020 884-886 and HE 020 908.
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	Adjunct Faculty; Adult Education; Consultants; *Continuing Education; Cooperative Education; *Corporate Education; Educational Quality; *Experiential Learning; Graduate Study; Higher Education; Innovation; *Interdisciplinary Approach; Liberal Arts; Microcomputers; Military Personnel; Models; *Nontraditional Education; School Business Relationship; Student Personnel Services
IDENTIFIERS	Alverno College WI; DANTES Project; National College of Education IL

ABSTRACT

Sixty-one papers are presented from the George Mason University (Virginia) annual conference on nontraditional interdisciplinary programs. They are grouped in the following categories, with three to ten papers per category: adjunct faculty; corporate/university linkages; experiential learning; graduate non-traditional programs; interdisciplinary program issues; issues in continuing education; liberal studies; military educational needs; philosophy of non-traditional education; quality assurance in non-traditional education; student support services; and technology in higher education. Among the papers and authors are: "Adjunct Faculty and Non-Traditional Programs: Cost Effective Options" (C. Barnes); "Serving the Educational Needs of Indiana Military Academy and the UAW-Ford Employees, Indianapolis, Indiana" (L. R. Holtzclaw); "Case Study of an Experiential Approach to Small Business Education and Development" (D. M. Leith); "Technology and the Intellectual Content of Graduate Programming" (W. Ammentorp, S. James); "Three Models for Graduate Interdisciplinary Program Development" (W. R. Abell); "The Multinational Corporation: English Language Training for Improved Communication" (H. S. Bynum); "The Goodrich Scholarship Program: An Experiment in Higher Education" (D. C. Dendinger, J. A. Lofton); "The 'DANTES' Project: An Experiential Learning Feasibility Study" (J. Janco-Cook); "Philosophy of Adult Education" (B. Rich); "Assuring Quality Programs by the Use of the Baccalaureate Contract" (H. R. Fowler); "Persistence of Non-Traditional Undergraduate Students: Factors and Strategies" (M. A. Brenden); and "Cooperative Education Students as Microcomputer Consultants" (J. M. Stoia). (LB)

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Non-Traditional and Interdisciplinary Programs

Compiled by
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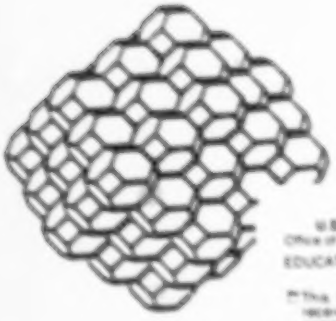

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Selected Papers from the Third Annual Conference on
Non-Traditional and Interedisciplinary Programs
held in Arlington, Virgina
July 1-3, 1985
Sponsored by the Division of Continuing Education

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NON-TRADITIONAL AND INTERDISCIPLINARY PROGRAMS

Selected Papers from the Third Annual National
Conference on Non-Traditional & Interdisciplinary Programs
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Sponsored by the Division of Continuing Education

Compiled by
James W. Fonseca

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FOREWORD

This volume of Proceedings represents the work and wisdom of practitioners in interdisciplinary and nontraditional education. It is a special pleasure to produce these Proceedings as part of George Mason University's Third Annual National Conference on Nontraditional and Interdisciplinary Programs. These papers are, in my judgement, the strongest yet among three highly successful conferences. George Mason University is honored and pleased to be the host in bringing together educators to explore and shape new ways in which our rapidly expanding knowledge may be disseminated.

We should pause briefly to remember that what today is called nontraditional and interdisciplinary is the very oldest format for formal education. Students literally sat at the feet of mentors/scholars who lectured and discussed life and knowledge through a blend of many disciplines. This interaction, combined with experiential learning, is what this conference seeks to rediscover and to promote.

This conference was originally and still is the result of the vision and effort of Ms. Sally Reithlingshoefer, Assistant Director, Division of Continuing Education, and Dr. James W. Fonseca, Director of Individualized Study Degree Programs. We can be grateful to them for what is no small contribution to our understanding of what we and others are doing educationally through nontraditional and interdisciplinary degree programs. The major contributors are the authors of these papers and you who share in this learning experience. We, at George Mason University, are pleased to be partners with you in this endeavor.

Sincerely,

Robert T. Hawkes, Jr.

Robert T. Hawkes, Jr.
Dean
Division of Continuing Education

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who comes from at least fifty miles away, shows slides and uses a flip chart." The real experts under our own noses are seldom recognized or utilized to their full capability. Therefore, it is important to insure that the educator from the company down the road one mile is clearly viewed as an expert by both the employer who is purchasing the training and by the employee being trained.

A third source of educational instructors may come from the simple expedient of advertising. Once the need for a specific kind of training has been identified and there are no faculty available to do that training, resorting to newspaper ads can provide a fruitful harvest. In rural areas, this often becomes a necessity to staff not only non-traditional programs in off-campus settings, but on-campus courses during the summer or evenings. Some of the most highly specialized instructors are often identified through the process of advertising. For example, through the news media a number of part-time faculty were hired at a midwestern university to teach rather "esoteric" specialities such as reading for dyslexics and braile. These faculty were employed to work one-on-one with non-traditional disadvantaged students. Instructors for a series of seminars on earth sheltered housing and robotics were also found through newpaper advertisements. These faculty came with good credentials and considerable experience in the fields in which they were expected to teach.

Having access to application files for candidates for full-time teaching or administrative positions expedites the search for just the right faculty member for specialized offerings. Those persons who are not chosen to fill a given vacancy may turn out to be excellent resource people for non-traditional programs that involve contracts requiring specific expertise. They can also provide the backbone for continuing education short courses and in-plant training.

Finally, there are the outside, self-employed consultants. They should not take the place of a well conceived program that has unity and consistency over time. Unless consultants are carefully integrated into the overall training plan, their contributions may be disappointing. Because many consultants work on a daily basis, they are not always around to provide the continuity many programs demand. However, they can bring a wealth of experience in a variety of educational settings to non-traditional learning. In some cases, they are the only resource available and as such they can demand extremely high fees. This needs to be taken into account in advance and built into the program budget.

The Cost Options: Some Considerations Part-time faculty are often the least expensive option for non-traditional programs. There are many skilled teachers with advanced degrees who cannot find full-time teaching positions. They are no less dedicated to the profession and will respond favorably at a chance to provide educational experiences for adult learners. Part-timers are underrated, sometimes berrated by full-time faculty, and exploited by administrators and continuing education programmers. But they are eager and can be a valuable asset to off-campus programming. In addition, they are the neediest members of the teaching profession.

In terms of cost, potential teachers who are looking for new worlds to conquer and want to test their teaching ability can also be utilized cost effectively. They are the gainfully employed experts from outside academe who have considerable "teaching" experience in non-academic settings but who do not make their living by teaching. Often they are the most valuable members of the non-traditional off-campus program pool because they bring both "real world" experience and teaching capability to the educational setting.

Full-time faculty rank next in terms of expectations for high salaries for teaching in non-traditional settings. Some full-time faculty command fees equivalent to well known consultants--particularly those faculty who have expertise in high technology and business fields. Because they are full-time teachers, the amount of time they have to develop and teach for continuing education is limited. There are those faculty who thoroughly enjoy the challenge of teaching adult learners in settings which differ greatly from the college classroom. They are usually willing to give of their time and expertise, but not as inexpensively as less highly specialized part-timers. On the other hand, full-time faculty can be the worst offenders in terms of lack of preparation, inattention to the non-traditional learner, and lack of interest in long range programming. A specific problem which often arises is the tendency by regular full-time faculty to believe that the way a course is taught on campus in the traditional classroom setting is quite adequate for non-traditional off-campus purposes. In a study done of association/university collaboration efforts, 10 percent of the respondents said that faculty "arrived late, cancelled lectures, and patronized learners" (Nowlen and Stern 1981, p. 21).

Finally, in terms of cost, there are the consultants who are normally the most expensive resource and sometimes the only resource available. They must charge high fees because they must pay their own overhead costs as well as all the extra benefits college and university faculty take for granted. Nonetheless, depending on the program and the amount of money involved in the contractual arrangements, consultants can be the most effective as well as the most costly option in any given situation. Most seasoned consultants bring a wide range of experience to non-traditional settings and are often quite skilled at working with adult learners.

Making the Best Choice Cost is one consideration when staffing non-traditional programs; effectiveness is another. Finding the instructor who best fits the courses being offered is crucial. Whoever is chosen to do the teaching/facilitating must be involved at the earliest stages of program planning and development. Through this process a voluntary weeding out of uninterested or unprepared faculty will take place. Thus, development costs must be built into the budget. In contractual arrangements potential faculty who later decide not to participate in the program should be assured that time spent in the preparation stages will be compensated.

A formal needs assessment should be conducted before any programming is done. A proven strategy for finding the best faculty to work with outside organizations or associations is to employ potential faculty to do the assessment. (Once again, the cost of the assessment should be guaranteed by the consumer prior to its initiation.) As Ernest A. Lynton points out, the prevalent mode of continuing education programming "continues to be that a group of faculty in splendid isolation identifies what it believes to be an external need, designs what it considers to be the best way of meeting it, and then tries to interest individual and corporate clients. That simply does not work" (Lynton 1981, p. 12). A well conceived needs assessment avoids this approach and should be accomplished by establishing a steering committee or focus group which includes a stratified sample of the organization's employees from top level management to line personnel, the continuing educator brokering the program, and potential faculty. Involving potential faculty at this point greatly facilitates course development and educates them to the specific educational goals which the client hopes to achieve. If the assessment is done at all levels of the organization, faculty quickly understand the scope of the program and the nature of the students to be taught. The budget should also be discussed early in the planning process. Faculty who realize that they do not have the time, expertise or experience to meet the needs under discussion quickly withdraw from the project.

When it is not feasible to engage faculty prior to program design, then they should be brought into the planning process as soon as specific educational goals have been established. Screening can take place at this point and should be based on clearly specified criteria. Once academic qualifications have been met, such criteria include experience teaching similar students in a comparable environment. There may be others depending on the kind of program and the specific needs of the students.

Broadening Horizons Other cost options for effective programming involve alternative modes of course delivery. All off-campus courses do not need intensive instruction in the form of traditional weekly class meetings. Use of alternative modes allows creative use of faculty as facilitators in long distance education. These delivery systems will never replace faculty, but they can greatly reduce faculty cost in non-traditional programming in the sense that they can reach a greater number of students over more flexible time periods.

New educational technologies should be considered when developing non-traditional programs. A myriad of courses are available on videocassettes through professional associations, universities, and the

Public Broadcasting System. In conjunction with course "facilitators" who may emerge from the list of participants, providing courses by videocassette can be a cost effective option over the long run. Other emerging optional delivery systems which provide inexpensive programming when utilized repeatedly and on a large scale include instructional television fixed service, satellite transmission, cable television, videodisc, and computer hookups with instructors over long distances. Although the up front costs of these systems seem prohibitive, the coming years will witness a rapid development of them for individualized, self-guided lifelong learning. As utilization of these delivery modes increases, costs will decline and educational technologies will greatly enhance the flexibility and adaptablility of non-traditional programming.

Summary Adjunct faculty who can turn a ho-hum non-traditional educational program into an exciting learning experience are invaluable. It is incumbent upon us to identify those people through a variety of methods some of which are outlined in this paper. But expert faculty can be costly and must be carefully screened for teaching effectiveness and expertise. They must fit the situation in which they are to become a teacher/facilitator, and they must understand the nature of the students they are being asked to teach.

Non-traditional education succeeds or fails based on the perceived value of the instruction provided and the amount of income produced. Therefore, adjunct faculty must be selected for non-traditional programs because they are outstanding teachers, because they understand the environment in which they are asked to teach, and because they are the best educator the budget can support.

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DEVELOPMENT OF PART-TIME FACULTY

Raymond W. Campbell and Barbara Mayo-Wells

In their writings on faculty development, faculty and administrators alike recognize that the faculty is higher education's greatest resource and its most significant investment. Stabilizing enrollments and decreased faculty mobility have undoubtedly contributed to this perception. These same factors have also spurred the hiring of more part-time faculty, particularly in nontraditional programs.

> Nearly a third of all faculty teaching in American colleges and universities today do so on a part-time basis. (1) Part-timers -- their numbers exceed 220,000 individuals -- in one recent survey handled 28% of all undergraduate instruction and 21% of all graduate-level work. (2) Part-time faculty will teach the majority of American students during their time in college, frequently during the crucial lower-division years.
>
> (Gappa, 1984)

Because many of the part-timers in such programs are also full-time faculty who teach traditional students at other institutions, a multiphase faculty development program is necessary to develop faculty identification with the institution and faculty involvement with the non-traditional students. An appropriate faculty development program, regardless of its specifics, must have as its basis, first, effective two-way communication between the institution and its part-time faculty and, second, effective support for the faculty in their role as professional teachers. A comprehensive program will probably include most of the following components:

Communication

New Faculty Orientation An institution interested in strengthening the dedication of its part-time faculty must inform this important group of its mission, policies and procedures, and the nature of its student body. (After all, when classes begin it is this group that becomes the front-line ambassadors.) There is no better way of improving the climate than by conducting periodic orientation meetings for new faculty. These meetings should provide faculty with a better understanding of their new employer and an opportunity to meet key personnel,

---

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including their full-time counterparts.

Meetings Whether for part-time faculty alone, or for all the faculty, meetings are an important communication channel. They provide a way for the part-timers to get to know their colleagues, to learn what issues are of current importance to the department and the institution, and to share their professional concerns. At the very least, part-timers should be invited to all regular faculty meetings; and, if there are separate faculty meetings for part-time faculty, the tenor should not be that these meetings are "separate but (not quite) equal."

Communication One way to enhance part-time faculty members' loyalty to the institution and their concern for its students is to keep in touch with them in as many ways as possible: telephone calls, providing office space and mailboxes, mailing pertinent institutional publications (newsletters, manuals, handbooks, etc.). Faculty are usually surprised and pleased when an institution apprises them of changes or new developments.

Faculty Handbook Part-time faculty, with their varied teaching schedules and the absence of shared office space, often have trouble learning (or recalling) the institution's basic academic and nonacademic policies and procedures. The situation is even more difficult when policies at the part-time institution differ from those at the faculty member's home institution. So part-time faculty need to be provided with a handbook that will serve as a ready reference for the most common questions and concerns.

Social Events While faculty orientations and meetings are important vehicles for communicating news about current or future developments, there should also be opportunities for people to interact in a less businesslike environment. In addition to being extended an invitation to departmental meetings, part-time faculty should also be included in the mailings for social functions. Planned social events (e.g., an end-of-year picnic or a Christmas party) for part-time faculty communicate the institution's sense of their importance. In those institutions where part-timers and full-timers teach in a dual-track system (nontraditional versus traditional), social events scheduled for part-time faculty should include at least the key members of the full-time faculty.

Support

Faculty Evaluation One requirement for achieving teaching excellence is the careful evaluation of teaching. Providing a variety of measures such as self-assessment, peer observation (by full-time faculty), chairman observation, and student ratings not only affords the faculty an opportunity to learn about their teaching strengths and weaknesses, but also communicates to them the institution's belief that part-time teaching should not be perceived as just a secondary source of income. Another benefit (especially for part-time faculty who teach full-time in another environment where there is no regular teaching evaluation) is the chance to become better teachers without fear of jeopardizing their full-time position. A third, and dual, benefit accrues from positive peer review by full-time faculty: part-time faculty feel good about their contribution, and criticism from the regular faculty is quieted.

Instructional Improvement Faculty evaluation without faculty development assesses teaching effectiveness, but does nothing to improve the quality of teaching. It may, in fact, be counterproductive as faculty become increasingly unhappy about the lack of opportunity or support for improving their teaching when evaluation reveals deficiencies. An institution needs to assign someone the responsibility for providing or locating the resources necessary for improving the quality of instruction. As competition for students intensifies, it will become increasingly important for institutions to demonstrate their concern for undergraduate education; thus the provision of teaching-improvement facilities will become crucial to the recruitment of students as well as to the retention of part-time faculty.

Rewards If good teaching is to continue, it must be recognized in the form of salary increments, travel support, teaching awards, or some other reward. For part-time faculty (many of whom teach because they want to, and not for the all-too-small monetary incentive), it is often not the size of the award, but the fact that it is available, that matters.

Conclusion

Lewin's (1947) pioneering work on group change contained a key finding particularly relevant to institutions interested in maintaining high-quality instruction:

> A change toward a higher level of group performance is frequently short lived; after a shot in the arm, group life soon returns to the previous level. This indicates that it does not suffice to define the objective of a planned change in group performance as the reaching of a different level. Permanency of the new level, or permanency for a desired period, should be included in the objective. A successful change includes therefore three aspects: unfreezing (if necessary) the present level, moving to the new level, and freezing group life on the new level.
>
> (pp. 34-35)

In light of the above concern and the sometimes transient nature of part-time faculty, it becomes imperative that an institution's drive for teaching excellence among its part-time faculty also concern itself with developing a stable pool of faculty, as well as an excellent one. Provision of faculty development resources such as those described above will help to ensure high-quality teaching, while at the same time responding to the criticisms full-time faculty and nontraditional students often voice about the use of part-time faculty.

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ADJUNCT FACULTY AND THE PRISON COLLEGE EXPERIENCE

Ernesta P. Pendleton

Nearly everyone is aware that in the last twenty years the college scene has changed dramatically. Computerization and other technological advances have affected our clientele, our services and the delivery of those services. More adult, working, part-time students are attending college today and are requiring evening, television, independent study and other such courses to meet their needs. Colleges and universities are responding to this audience in a variety of ways--mostly through variously structured off-campus programs of continuing education. To accomplish this new mission, adjunct faculty are hired, usually on an as-needed basis.

The role of this part-time or adjunct faculty is receiving increasing attention lately due largely to their growing numbers. College department heads are attempting to remain afloat in a sea of budget cuts and financial belt-tightening, recognizing that six adjunct lecturers teaching two courses each is more economical than one full-time salaried professor teaching a maximum course load of four classes. The flexibility of hiring adjuncts to accommodate an enrollment flux is giving way more and more to the practice of budgeting for as many adjuncts as full-timers, sometimes more in the larger departments (Tuckman and Tuckman, 1981). Consequently, the part-time faculty are now being scrutinized as to their ability to insure the integrity of degree programs and certifications endorsed by the university. It has been estimated that as many as one-third of the college faculty at the instructor rank are part-timers, a clear indication of their use, not only in the non-traditional and experiential programs, but in traditional programs as well (Bonham, 1982). As a staff member of a prison college program for the past six years, I have given a great deal of thought to the significance of the part-time faculty in the successful operation of such programs and their overall service to the university mission.

In the last thirty or forty years, court-sanctioned educational programs at all levels have been in operation in prisons throughout the nation with an estimated three hundred college level programs of varying structure (Jengeleski, 1984). These college programs for prisoners raise significant ethical questions which will not be dealt with here. Rather, the concern at this time is the uniqueness of such programs and one primary reason for their success-- the college faculty and staff who work with the programs.

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Vastly different from other academic settings, prisons require faculty and staff to be subjected to regular body searches, inadequate and often antiquated ventilation systems, denial of entry for reasons unknown at the time, possible hostage or other life-threatening situations, and the constant temptation to moral compromise from professional "con-men". These built-in stresses create anxieties for students and faculty alike, but few doubt anymore the value of education as a tool of resocialization for the incarcerated (Breed, 1981). The coming together of these two institutions-- penology and education-- led to the formation in 1946 of the Correctional Education Association which has as part of its focus the professional growth of the educators and administrators who provide educational services to students in correctional settings. The creation of such an agency suggests special consideration given to the unique needs of trained educators who find themselves teaching for correctional agencies. These needs include an understanding of the causes and treatment of deviant behavior as well as the structure and stresses of the correctional system and the prison subculture of the students involved in it. In correctional education there is the recognition that our faculty may be more naive in many ways than our students, not having brought to the learning situation the variety of life experiences the inmates may share.

The attitude of the students toward faculty is largely one of respect and gratitude. The inmates recognize that faculty teach in the program because they want to-- not because it is a part of their normal teaching load. And faculty must teach; the inmates insist on it. Methodology is called into question and teaching itself is put to the test. The students feel that the instructors are there to help them overcome the prison experience and therefore represent symbolically the hope for a better life after release. But most importantly, the students see our faculty members as outside of and not a part of the criminal justice process. Students take college level classes because they want to, because they see the chance to break the cycle of crime-arrest-incarceration, not because it is a definite condition of their sentence or a sure boost for their parole prospects. Faculty receive respect, then, primarily because the inmates respect education.

Our student profile reveals an average student of twenty-nine years of age, married with two children, a minimal employment history, little or no travel experience outside of military service, a family history of some incarceration and a remaining sentence of three to five years. Offenses range the gamut from simple assault to murder and rape. Somewhat surprising to some, our track record is rather impressive. Of the more than one hundred graduates of the program to date-- those who have persevered to the actual awarding of the degree-- only three have returned to prison on new charges once released. This may be compared to a national recidivism rate of over forty percent for ex-offenders returned to urban communities after similar periods of incarceration (Kitchener, Schmidt, and Glaser, 1977).

The Lorton Prison College Program of the University of the District of Columbia has an average instructional staff of twenty to thirty adjunct lecturers per semester and one full-time Faculty Administrator. These men and women are seasoned educators, in most instances attracted to the program out of curiosity and a sense of challenge. Many of them are community and political activists and believe sincerely in the rehabilitative effects of the program and and that they are helping to put back lost manpower into the working ranks of the citizenry. Others see an opportunity to render a social service by helping to liberate a mind, by showing compassion for "the least of these".

The prison college program faculty are chosen in much the same way that on-campus faculty members are hired. Initial approval of faculty rests with the chairperson of the respective department who is responsible for screening and certification of academic credentials. Prospective faculty are then interviewed by the Program Director before hiring takes place. Individuals participating as program faculty and/or staff possess academic degrees equal to those of on-campus or departmental personnel. In any given semester at least sixty-five percent of our faculty hold the terminal degree with the remaining thirty-five percent usually holding an appropriate master's degree. Faculty are hired on a semester to-semester basis and may come from the full-time departmental faculty, from the full-time departmental faculty of an area university, or from the business and professional community at large.

The Faculty Administrator is the liaison between faculty, staff and other university components, and due to his administrative duties, teaches a reduced course load. His/Her role is that of coordinating such activities as textbook ordering, student and faculty evaluations, and faculty attendance. He/She is also responsible for maintaining a current teacher bank of qualified, willing individuals available to teach in the program.

In addition to the formal, academic criteria, prison college faculty members must possess attitudes compatible with or conducive to prisoner advocacy. In the very strictest sense, these individuals become the change agents who will shape and expand the value systems of the residents. They are concerned with both the cognitive and moral development of these students, many of whom are bridging the gap between GED preparation and college studies. However unconscious the effort, prisoner advocacy is a by-product of this working experience. If there is any doubt of the validity of this statement, one has only to mention at a cocktail party that he/she teaches in a college level program for prisoners and see the reactions. The very idea has as many adversaries as advocates. Emotional variables, therefore, require a sensitivity to public opinion as well as to the students' need for teacher approval, their fear of rejection, their insecurities, and their dependency. Other areas of faculty concern include retention, class participation, motivation and relevance, since academic advising takes place both formally and informally throughout the semester by faculty and other university representatives.

Evaluation of faculty by students reveals an appreciation for instructors considered "difficult" or hard graders and a general disdain for those who show little regard for establishing classroom discipline or rigor. Those who make the greater demands on students are held in higher esteem. Faculty self-study is accomplished through a questionnaire designed to guide and solicit conscious examination of instructional methodology:

1) What is the attrition rate for students in my class?
2) What can I do to improve student retention?
3) What is the attitude that I bring to this learning atmosphere (a prison)?
4) Is this attitude conducive to getting the most positive results from my students?
5) How do I criticize student work?
6) Do I inform students early in the course of the criteria for earning specific grades?
7) Are my instructional methods geared to the understanding of the students I teach?
8) Do I allow ample opportunity for student expression and class involvement?
9) To what extent is my course helping to shape the ethics and values of my students?

In short, the faculty is encouraged to enhance the students' motivation for learning by providing student-centered instruction as much as possible. As a technique for teaching adults, this philosophy encourages maximum participation and demonstrates the instructors' authority over their course content area, not the person-- an important concept in the prison environment.

Perhaps the question answered most often by prison college faculty is "What's in it for me"? An inmate may enrol in a course to impress his Classification and Parole Officer or in the hope of persuading the sentencing judge of his determination to go straight. It is the instructor's responsibility to show that student the practical application of his learning experience. "Relevance" is extremely important in shaping the proper attitudes toward learning in a prison. Emphasis must be placed on the larger benefits of education, not simply the retention of facts for test-taking. In most instances, the diploma and press coverage at commencement are incentives enough for the residents to want to succeed. In addition, there are the success stories of the men who have graduated and left the facility and are now hard-working, tax-paying, responsible citizens. Faculty and staff impress upon the residents that others have achieved despite the prison experience.

In regular academic departments adjunct faculty may be overlooked during budgetary considerations for staff development allocations. However, because of the stressful nature of a prison college program, seminars and workshops dealing with stress and time management, conduct and safety in the institution and the criminal justice process are commonplace and budgeted. Students sponsor an annual Criminal Justice Conference held at the prison facility in order for students, faculty and the community in general to share ideas and suggestions for improving the effects of incarceration on the individual.

"Teacher of the Year" awards are given annually by the students in recognition of teaching excellence. In the absence of an adequate library, our faculty go the extra mile of the truly dedicated. Many of them go to great lengths to make their classes intense, graphic, creative and challenging experiences. For example, one instructor of Criminal Law held a successful mock trial at the prison and invited a real judge and community lay people to participate in and witness the event. Another instructor of Accounting persuaded a local business to donate individual calculators for each student in his class. Several of our faculty members have been with the Program for more than ten years, particularly those in the critical areas of English and Mathematics. Such steadfastness demonstrates the sincerity of our faculty who must travel twenty-six miles one way from the main campus at least twice a week to the prison site. Our faculty more than deserve any special recognition given to them.

Nor is prison teaching a one-way experience. Advantages gleaned from the prison teaching experience include the opportunity for full-time faculty to earn extra income while contributing to their professional and experiential growth. As one writer has commented, "Professors who have taught in prison often make a humbling discovery: These people on the very bottom of society have a deeper understanding of its dynamics than many of those paid to teach about it" (Franklin, 1977). The experience of penal education is enlightening in many ways and gives an added dimension, especially to teachers in the social science areas. Our faculty provide an atmosphere of healthy, intellectual exchange and a positive role model where none may have existed previously. In return, faculty receive the satisfaction that comes from helping to rehabilitate, thereby inspiring the human will to prevail. Adjunct faculty in this instance are not mere "part-timers"; rather, they are a major source of program development and stability.

My challenge, then, to college administrators of the 1980's and beyond is to elevate the adjunct teaching position to its rightful place; accord it the rights, privileges and respect these professionals deserve. Those who consider the future of higher education will confront one overwhelming fact: There is an increase in the number of non-traditional students attending college. As these numbers continue to climb, and as more and more off-campus, experiential programs are developed, adjunct faculty will be a critical part of the planning process and should be appreciated for the invaluable services they render to the institution.

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THE USE OF ADJUNCT FACULTY IN NATIONAL COLLEGE OF EDUCATION'S FIELD EXPERIENCE MODEL: RECRUITMENT, SELECTION, TRAINING, DEVELOPMENT AND SUPERVISION OF ADJUNCT FACULTY

by

Wayne C. Sanders

Kathryn Brown

I. INTRODUCTION

The National College of Education is a private, secular, not for profit institution of higher education. The college is moving toward a research university model. By placing heavy emphasis on applied research, National College has gained a reputation for linking theory to practice in its education, health care, human service, liberal arts, business, and management programs. Adjunct faculty members, who are practioners in their fields, are seen as key figures in keeping the college's programs relevant. Full time faculty, as support for adjunct faculty, act as theoretical resources, research methods experts, and leaders in the use of the educational models used by the college.

This paper addresses the optimum use of adjunct faculty members in the College's five adult programs based on a "field experience model." In this model, between ten and twenty students form a classgroup and take a curriculum package consisting of a fixed sequence of coursework that extends from twelve to fifteen months. All programs feature some type of project or thesis, most often based on applied research techniques. These programs are designed for and limited to working adult students who bring a wide variety of professional and work history to the classroom.

II. FACTORS PRIOR TO TEACHING

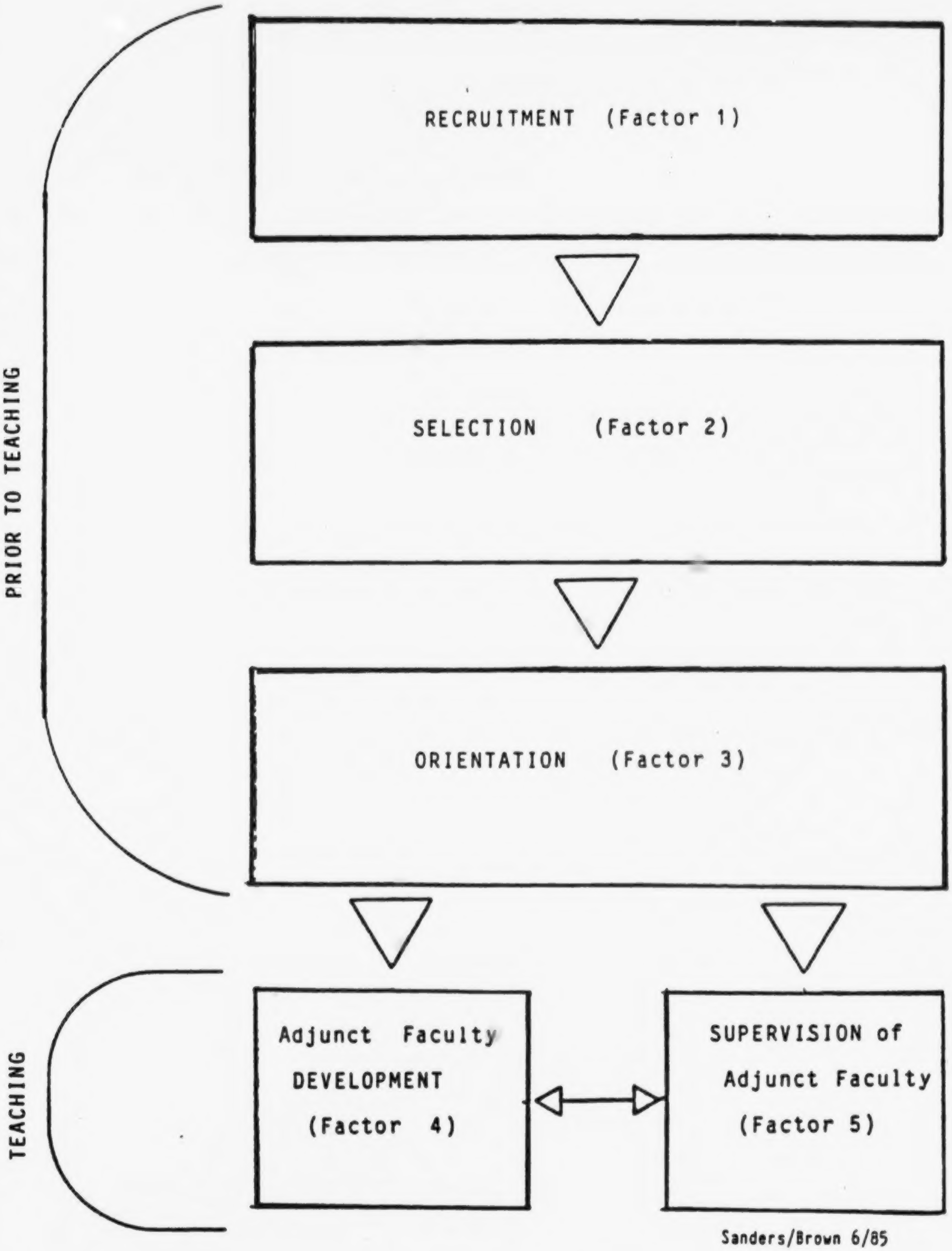
In order to use adjunct faculty effectively, a university must decide what knowledge and skills it is looking for in adjunct faculty. With an eye toward finding adjunct faculty that can make contributions which are different from the contributions gained through the use of full time faculty, National College has identified three crucial qualifications. These three are: 1. practical experience; 2. group facilitation skills; and 3. academic preparation. In order to insure that adjunct instructors have these qualifications, National College has developed a three step process which potential adjunct faculty must progress through prior to hiring.

Factor One: Recruitment

College teaching offers the rewards of prestige, intellectual growth, satisfaction in helping others and additional income. It should not be surprising that most colleges have many unsolicited requests to be hired as adjunct faculty. The obvious temptation is to select needed adjunct faculty from this pool of applicants without going to the trouble of active recruitment. However, a college doing this runs the risk of not hiring the candidates who are most congruent with the needs of the program. In addition, lack of active recruitment might frustrate attempts to achieve affirmative action goals set by the college.

National College has found that one of the best ways for targeting the recruitment of candidates is through the use of professional organizations

NATIONAL COLLEGE OF EDUCATION ADJUNCT FACULTY MODEL


RECRUITMENT (Factor 1)
SELECTION (Factor 2)
ORIENTATION (Factor 3)
PRIOR TO TEACHING
Adjunct Faculty DEVELOPMENT (Factor 4)
SUPERVISION of Adjunct Faculty (Factor 5)
TEACHING

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in fields relevant to the program. These organizations are usually happy to inform their membership about the availability of adjunct positions and such action establishes a positive relationship with the professional organizations. Such an alliance is useful when the college offers special programs, redesigns curriculum or engages in other activities that link business and education. Newspaper ads are also useful but have the disadvantage of drawing in a large diverse group which may require a great deal of screening in order to find prime prospects actively involved in a professional field related to the program.

Factor Two: Selection

Once candidates have expressed interest in teaching in the program, screening is necessary to determine whether they possess the knowledge and skills congruent with the needs of the program. National College uses a two stage process. The first stage involves conventional resume screening which can often eliminate candidates with obvious deficiencies in experience or academic preparation. The second stage is an "assessment night" based on the assessment center concept in industry.

The assessment center is a process where a group of candidates can be evaluated for the purposes of predicting how they might perform in a particular position. At National College carefully screened candidates are invited to an assessment night. The candidates go through interviews, respond in writing to a simulated student research proposal, and participate in a leaderless group discussion exercise. The candidates are evaluated by assessors who are either full time faculty members or administrators trained in assessment techniques. National College has found high predictive validity between assessment results and subsequent performance by adjunct faculty in classroom situations.

Factor Three: Orientation Training

The final step before an adjunct faculty member teaches in the program is a training session given by a program administrator and a full time faculty member. This orientation provides in-depth information on the college, the program, and the typical student population, as well as the administrative details such as policy concerning attendance, grading, and reimbursement. Adjunct faculty members are given a special faculty handbook and receive an instructor's guide for each course. Potential adjunct faculty members are strongly encouraged to visit an ongoing classgroup before actually teaching.

III. FACTORS WHILE TEACHING

Once an adjunct faculty member begins teaching two factors are important in fostering excellent classroom learning.

Factor 4: Adjunct Faculty Development

In order to develop consistent excellent learning opportunities for students, it is important for adjunct faculty members to engage in continued development. In order to do this bi-monthly, half-day faculty development sessions are held. These highly participative problem-solving sessions are often led by adjunct faculty themselves. The sessions cover a wide range of topics relevant to teaching and are often based on adjunct faculty requests or a current academic issue. Special workshops featuring prominent experts are also available to adjunct faculty members.

Factor 5: Supervision of Adjunct Faculty

Direct supervision often is unpopular among full-time tenure track faculty members. However, adjunct faculty, who come from organizations where supervision is a way of life, usually do not object to direct supervision of their performance and, in fact, often appreciate direct constructive feedback concerning their classroom performance.

Direct supervision of adjunct faculty is the responsibility of an academic section coordinator who is a full time faculty member. The full time faculty members act as mentor, supervisor and theoretical resource. They use feedback questionnaires from students, discussion with students and adjunct faculty, and other administrative data as tools of supervision. Academic section coordinators attend class sessions and provide immediate feedback. They also provide performance appraisals of the adjunct faculty.

IV. CONCLUSIONS

Careful use of adjunct faculty can improve the quality of instruction, renew the university with an influx of practical "real world" ideas, and provide role models for working adult students. The experience of the National College of Education's Field Experience programs demonstrates that adjunct faculty can deliver consistant quality instruction which is on par, if not better, than classroom instruction delivered by full time, tenure track faculty members if the adjunct faculty is carefully recruited, selected, trained, developed and supervised by supportive administration and full-time faculty.

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SERVING THE EDUCATIONAL NEEDS OF INDIANA MILITARY ACADEMY AND THE UAW-FORD EMPLOYEES INDIANAPOLIS, INDIANA

By Louis R. Holtzclaw

Introduction

As the role of private sector and government employees in the continuing education of the workforce has grown, so too have opportunities for cooperation between employee and educational institutions. According to estimates (Goldstein, 1980), 6.3 million employees participate each year in corporate sponsored educational activities and corporate education expenditures amount to approximately $10 billion annually. Currently, according to Lusterman (1977), almost all large employers provide a wide range of learning opportunities, most of them developed in-house. Small companies that lack a training department, as well as larger companies, purchase training sources as needed from a variety of suppliers, including colleges and universities.

Analyzing the Problem

The most common form for meeting the individual employee educational needs is tuition assistance. Hilgert (1967) defines these programs as designed for companies to pay all or a substantial portion of an employee's tuition cost at an approved college or other training agency. In the past most companies required that courses be taken on the employee's own time and be related to an employee's present or potential job. This trend seems to be changing, as more companies and government agencies reimburse for courses not so specifically job-related. Hilgert's study found the most frequent conditions for payment to be (in order): prior approval of the course, completion of the course, and grade received. The course areas most often paid for were accounting, business, and engineering.

The United Auto Workers of America began a tuition refund program in 1964. In 1976, the maximum tuition refund was $900 for colleges and universities and up to $450 a year for workers taking approved courses at approved business, trade, or vocational schools, or at an accredited secondary school. However, the Educational Advancement Project survey (1977) and the UAW Newspaper Solidarity (1971), indicates that only 1.5 percent of these eligible used this plan.

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Lusterman (1977) found that when tuition-aid is perceived as a fringe benefit, the program competes in the labor market and results in retention of employees. A Conference Board study (1970) suggests that management often thinks of tuition-aid plans as a training tool rather than a fringe benefit. Lusterman (1977) sees the company objective in a tuition-aid program as filling a vast area of educational training purposes that companies need but cannot possibly encompass within their educational structures. The 1967 Conference Board study found that employers tend to think of that employee who takes advantage of such a program as highly motivated and it helps them identify these motivated employees. These studies outline the objective of tuition assistance for individuals. Lusterman (1977) says that they give individual employees more freedom to pursue their own educational interests. This is particularly true when tuition-aid is viewed as a fringe benefit for the employee and not necessarily as advantage to the company. The Educational Advancement Project (1977) concluded that the presence or absence of employer involvement in training determines the employees' ability to grow in their job, obtain new skills, or move within the industry. Helcamp (1969) states the primary objective given by students in her survey as: the desire to become a well-rounded person, the receipt of a degree, and the acquisition and retention of skills. Levin (1970), states that educational benefits, including tuition assistance, are a necessity to avoid worker displacement especially since the Department of Labor (1969) found that a worker must be sufficiently educated to adjust to eight significantly dissimilar vocations during his/her lifetime.

Participation

Considering the potential significance of tuition assistance programs to employees and employers alike it is baffling that such plans are not being utilized by very many persons. Figures run from 1.5 percent cited above who were using the UAW plan to as much as 4 percent (Alexion, 1964). Most studies reveal that although tuition assistance programs are available, participation rates are extremely low with little exception. There has been little research as to why this is so. Schoefeld (1974) states that the tuition refund plan of the Cleveland General Motors plant is successful because of an intensive publicity campaign, cooperation between the company and the union and by bringing the curriculum to the students. Is lack of participation due to the individual , the union, the company, or the educational system? Further study is needed to attempt to answer this question.

National Guard Officer Candidates

The National Guard has inaugurated a program for upgrading their officer personnel by requiring 20 college credits before an officer can be commissioned. In the future, even more credits will be necessary to be an officer. For these reasons a degree program makes sense in order to facilitate course planning for the individual. Indiana University entered into an agreement with the Indiana Military Academy in 1984 to provide courses and accompanying services to the officer candidate class. Counseling and registration were offered on-site at monthly drill time as were two credit courses. One of the courses, Education U-205, Human Development Opportunities for the College Student, incorporated orientation to college life, self-test exercises, information about the College Level Examination Program (CLEP) and the Defense Activities for Non-Traditional Education Support (DANTES) tests, departmental examinations and credit for learning from prior experience through portfolio development. Students actually developed a draft of a portfolio which some may eventually refine and submit for college credit assessment.

These officer candidates then applied these credits on the School of Continuing Studies General Studies Degree Program. Other credits could be added, and in fact the entire degree can be completed by taking independent study by correspondence courses. Through this project university services and curriculum are being extended to a non-traditional student population meeting a very specfic educational need.

UAW-FORD Union Represented Employees

In exchange for wage and benefit cuts, Ford Motor Company and the United Auto Workers in the crisis atmosphere of the auto industry's 1982 contract negotiations, agreed to join in financing a set of retraining and education programs. Together the automakers and the union recognized that foreign competition and new technology promised a continuing erosion of employment in auto plants--an erosion that washed 210,000 autoworkers onto indefinite layoff by 1982. Even though the total layoff has shrunk to 51,000, autoworkers have not forgotten the depths of the industry's sagging fortunes in the early 1980's. The result is that thousands nationwide are signing up for educational programs and learning skills to fall back upon when the assembly lines slow again.

The programs, financed at the rate of five cents hourly per employee, includes assistance for laid off employees, basic-skills enhancement, pre-retirement counseling and education and training. The UAW-FORD National Development and Training Center (NDTC) in October, 1984, commissioned the Council on the Advancement of Experiential Learning to design, develop and orchestrate a Pilot Project offering educational and life planning workshops, prior learning assessment services, and college and university program options for UAW represented Ford employees. Indianapolis, Indiana is one of the seven pilot regions for the project. Successful bidders for providing services are Purdue University, Statewide Technology Program, Ball State University, Indiana Vocational Technical College, andIndiana University, General Studies Degree Program. The local plant worksite has a sponsoring, monitoring committee of UAW members and Ford Motor Company staff, the Employee Development and Training Program Committee (EDTP). In addition a Learning and Education Advisor is being employed full-time to coordinate the project inplant. This person is employed to lead workshops, advise, make referals and respond to personal and educational enhancement needs of the employees.

Institutions chosen to be primary partners were selected based on the following criteria:

1) Adequacy of the variety of programs of study;
2) Adequacy of the capacity to develop new courses and curricula;
3) Ease of access for student:
    to places of instruction,
    to times of instruction,
    to methods of course completion,
    to library and other learning resources,
    to financial aid services,
    to registration,
    to transportation,
    to academic advising, and
    to counseling services;
4) Adequacy of counseling and advising;
5) Adequacy of prior learning assessment practices and policies;
6) Convenience of the calendar and its component events; and
7) Reasonableness of costs for services and programs.
8) Evidence of strong quality controls on all services;
9) Experience record of the institution(s) on the services offered;
10) Accreditation status of the institution(s) and,
11) Other factors that were deemed important by the UAW-FORD National Development and Training Center's Joint Governing Body.

CAEL is conducting an extensive training program for the advisors and the EDTP committees, for college counselors working with the employers-students, as well as faculty assessors and administrators of prior learning assessment programs.

Active employees may participate consistent with their individual interests, to enhance their career potential and personal growth. Some activities can be initiated directly by an employee; others depend on actions and programs shaped first by joint local Employee Development and Training Program committees in consultation with the UAW-Ford National Development and Training Center.

Life/Education Planning Program

The Life/ Education Planning Program helps employees decide which educational and personal development opportunities meet their interests and needs. Among other things,this program can help employees:

- become aware of personal strengths and interest;
- learn about occupational, educational and training opportunities;
- determine the best ways to enhance their personal development and potential; and
- form and implement educational and career plans.

Through group and individual guidance, the program allows employees to explore and plan a life-long education and development process.

> Employees may (1) select and participate individually in career and educational guidance programs or courses available through educational institutions, (2) participate in formal life/education planning workshops, or (3) attend other group sessions arranged in conjunction upon community providers, depending upon local interests and needs.

Education and Training Assistance Plan

This Plan, administered by the National Development and Training Center, offers employees a chance to pursue a broad range of self-selected formal education, training and developmental opportunities.

Key features are as follows:

*Education and Training Assistance --

> Under the basic provisions of the Plan, tuition and compulsory fees for approved education or training courses leading to credits or degrees are prepaid directly to the educational institutions up to an annual maximum of $1,500 per calendar year per participant. Such assistance covers most formal education courses that employees may wish to pursue, related to their jobs or careers in which they are interested and reasonably could be expected to qualify.

*Personal Development Assistance --

> The Personal Development Assistance feature of the Plan pays tuition and compulsory fees up to a maximum of $1.000 per calendar year for a special range of approved education and training including non-credit or non-degree courses or activities, that can directly enhance personal development and potential. Such courses or activities include those relating to communication skills, success/motivation training, time management or computer literacy courses, among other occupational-related programs approved by the National Center.

Payments under the Personal Development Assistance feature also apply toward the $1,500 per year maximum for Education and Training Assistance.

College/University Options Program

This program is designed to make higher education and college or university degree programs more accessible to active employees.

Key elements of the program include:

*opportunities to gain college credits for work related education and training and certain work and life experiences. This includes agreements by participating colleges and universities to accept such credits toward their requirements for formal degrees;

*the offering of college curricula that incorporate plant technologies and business practices with increased relevance to the career needs and interests of our employees;

*classes offered at the worksite, where practical, and at times convenient to working adults.

Targeted Education, Training and Counseling Projects

To supplement broader national program applications, the National Development and Training Center works with joint local Employee Development and Training Program committees on an individual basis to develop projects covering specific education, training or counseling needs of a particular location or segment of the work force.

Summary

It is evident that opportunities for cooperation between educational institutions and business/industry and government agencies are increasing. In the case of National Guard, this impetus is being given by the mandatory requirements (for educational credentials) established by the military. Corporate sponsored educational activities are more and more addressing the broader personal and education developmental needs of workers. The UAW-Ford pilot project, soon to go nation-wide addresses the needs of the whole person. No longer are UAW represented Ford workers approached as company employees, seen principally in terms of what they can do for the company. Programs designed for the whole person are seen now as fringe benefits, contributing primarily to the welfare and happiness of the individual.

Institutions of higher education must be ready to serve these diverse needs of the individual employee. Making educational opportunities more accessible to more individuals is a goal worthy of all segments of our society with long term benefits to all of us.

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THE CUTTING EDGE:

QUALITY CONTROL IN CORPORATE EDUCATIONAL PARTNERSHIPS

Emily Z. Huebner

The American University does not differ from most institutions in being committed to excellence in traditional programs. However, assuring the same institutional integrity in non-traditional programs, such as corporate programs, is a more recent challenge. Our internal university organization helps us to ensure that quality control is an achievement, not a promise.

By sharing our approach and inviting the comments of others, we hope that others may benefit from our experience in providing quality education in corporate programs.

Assuring Quality Education in Non-traditional Programs

American has one office, the Office of Contract Programs, which is responsible for assessing corporate needs, planning corporate-specific programs, and facilitating and monitoring the contractual arrangements. Academic units, administrative units, and this Office work cooperatively to develop and deliver each program.

Faculty in Nontraditional Programs

Our corporate programs are intended to showcase the University's faculty expertise. One staff member in the Office of Contract Programs has responsibility for faculty development. This person works with both full-time and adjunct faculty from the various schools and colleges to develop noncredit programs. Faculty members initiate contact with our Office. Or our faculty development representative in Contract Programs asks individual faculty members to develop specific noncredit courses. All noncredit courses are developed using set guidelines and conforming to a set format. Some courses are developed without a specific client in mind. These generic courses are then tailored to meet corporate specifications and needs. Faculty members are paid on a level with private trainers and consultants. The same staff member who works with the faculty member on development remains in contact with the faculty member each time the noncredit course is contracted and taught for a corporate client.

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Serving Corporation Educational Needs

The Office of Contract Programs has university representatives who meet with corporate representatives. Our representatives are familiar with the programs of the five schools and colleges. If there is a match between corporate needs and university resources, the university representative remains the liaison between the University and the corporation, throughout the planning, delivery, and evaluation of the program. Our representative works cooperatively with the faculty development staff person to bring noncredit courses on-site. The university representative also works cooperatively with American's departments and offices to bring credit opportunities to corporate sites. This relationship, the relationship between the University and the corporation, is a partnership committed to excellence.

Credit Programs

American now offers credit and noncredit courses for a national utility company with a large corporate office in the Washington metropolitan area. To assess corporate needs, a university representative works with client representatives. Our representative needs to be not only a good listener, but also a good implementer. After initial meetings, the university representative and other staff members in the Office of Contract Programs begin to implement the desired credit programs. For this utility, we contacted the Department of Literature in the College of Arts and Sciences. A faculty member who teaches the same credit course in the Assessment for Prior Experiential Learning Program on campus is chosen by the Department to teach the course for this client on-site. The courses are the same content, the same quality, and the same faculty as those taught on the campus. The academic unit assigns faculty and evaluates the program.

Although the academic department monitors quality control for the teaching, university administrative and support units assure quality control in other ways. Contractual arrangements and payments are the responsibility of other offices. Advisement and registration are provided on-site by the University Programs Advisement Center and the Office of Contract Programs. The client selects the starting date, days, and class times, but the number of contact hours conforms to those established for campus courses. The academic department and the Registrar's Office are both prepared to begin classes and assign credit on a calendar that may not coincide with the traditional academic calendar.

This same utility is in the process of assessing interest amongst its employees in having a Master's of Business Administration degree program held on-site, with implementation targeted for Spring 1986. To respond, our Office works with the Kogod College of Business Administration to prepare for this program. Kogod College and University Programs Advisement Center will work together to facilitate applications to Kogod, just as they have for other on-site M.B.A. programs.

Noncredit Programs

This past spring, the Office of Contract Programs also delivered eight noncredit workshops on-site for this utility. A dozen more are currently requested for summer and fall. To plan these courses, faculty members are contacted directly by our Office. Contract Programs informs the faculty member's dean of each of these noncredit opportunities, but the actual arrangements are made between the individual faculty member and the Office of Contract Programs.

Repeated Programs

Our university is committed to quality control in all programs, traditional and non-traditional, credit and noncredit, degree and non-degree. The goal of quality control is to provide expertise and service at any site. Satisfied clients become repeat clients and ask for more programs. Our university believes that it is this quality control that is the hallmark of good programs.

IMPROVING THE FORMATION OF UNIVERSITY-INDUSTRY COOPERATIVE RESEARCH PARTNERSHIPS

David B. Keever*

Changes in the environments of academia and industry have reawakened interest in joint research cooperation that may be mutually advantageous. Traditional approaches of spanning this gap have had popular appeal, but have had limited success and sometimes inconclusive and contradictory impact on the improvement of innovation, technology transfer, and productivity. In order to improve the potential benefits of bringing together academia and industry, creative "enabling" interventions need to be designed, utilized, and evaluated. The Interactive Management (IM) approach for consensus building is being presented as a means for forming and maintaining new cooperative university-industry research partnerships. A relevant example, involving an application of IM for boundary-spanning activities, indicates a high likelihood for success in forming university-industry cooperative research partnerships.

Interorganizational Coordination Models

Theorists of interorganizational coordination have identified a variety of factors and approaches that appear important in developing cooperative partnerships (Rogers and Whetten, 1982). For example, Aiken and his colleagues identified four elements that need to be coordinated to have an effective cooperative arrangement : 1) Resources and Funding Matters; 2) Plans and Programs Identifying Goals and Objectives; 3) Clients and Recipients; and 4) Effective Communications and Information about the coordination effort (Aiken, et.al., 1975). Alternatively, elements to be coordinated have been identified from past failures through obstacle analysis. One relevant study revealed that three major obstacles in past efforts at forming university-industry research partnerships exist : 1) Goal Congruity and Capability; 2) Boundary-Spanning Structures; and 3) Organizational Incentives and Rewards (Johnson and Tornatzky, 1981).

Evaluation of the effectiveness of university-industry research partnerships using interorganizational coordination models has been minimal. Most studies focus on the factors associated with successful relationships for specific case studies. For example, Aiken and his colleagues found that in all cases studied, no more than two of the four elements

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mentioned above were effectively coordinated resulting in each cooperative project being seriously constrained and of dubious success. Overall there is little information from the interorganizational coordination field on the best coupling mechanism and how these relate to measures of success (Tornatzky, et.al., 1983).

The Interactive Management Approach

The Center For Interactive Management (CIM) is putting into practice the results of about fifteen years of research on how to help knowledgeable individuals work participatively with complex problems (such as cooperative research partnership design) using an approach called Interactive Management (Warfield, 1984). Interactive Management refers to a system of carrying out the important management functions of Intelligence (Problem Finding), Design (Generation of Alternatives), and Choice (Selection of the Preferred Alternative) participatively, through IM problem-solving sessions which involve a studied mix of five synergistic ingredients:

- The Participants or Group of Stakeholders,
- The IM Facilitator,
- The Computer, software, and peripheral equipment,
- The Specially-Designed "Situation Room", and
- The CONSENSUS Methodologies.

When addressing a complex problem, it has been found to be useful to make a distinction between content, problem-solving context, and problem-solving processes. The participants are entirely responsible for the content or corpus of knowledge associated with the complex problem. The problem-solving context refers to the scope or bounds of the problem to be addressed which is also the responsibility of the participants. The problem-solving processes are addressed by the four remaining synergistic components previously mentioned. Problem-solving progress is denoted by moving the participants from the Intelligence phase to the Design and then to the Choice phase through a careful selection and application of the Consensus Methodologies in conjunction with the IM Facilitator, computer, and "Situation Room."

By applying IM, potential research partners increase the likelihood of resolving such factors as goal congruity, organizational incentive structures, and boundary spanning structures through a proposed three stage collective design process: i) A Boundary-Spanning Forum for establishing goal congruency and clarifying roles and responsibilities; ii) A Strategic Plan Development process for designing and creating appropriate organizational procedures, incentives and structures promoting cooperative research partnerships; and iii) An Operational Plan Development process for developing detailed plans for specific research partnerships within the framework or context of the Strategic Plan. Figure 1 illustrates the relationship among these three.

The purpose of the two and one-half day Boundary-Spanning Forum is to identify and clarify research areas or topics of mutual interests. Participants may come from Research and Development departments in private sector firms, the small business sector, university researchers and administrators, or local and state government officials. A process of idea generation, clarification, and structuring would be used to elicit collectively from the participants the mutual areas of interest. After a consensus had been researched on the areas of mutual interest, the next step would be to develop preliminary options or initiatives for developing cooperative research activities. Based on this preliminary listing, an assignment of roles and responsibilities to the options or initiatives would be made.

The expected outcomes or products from such a Forum would be a consensus on "market-driven" research areas of mutual interest. It is expected that not all participants would continue in developing cooperative partnerships since no areas of mutual interest could be identified during the Forum. For those continuing, a priority structure displaying the more important research projects would be available as a beginning outline for more detailed planning. Also, by having a preliminary identification of roles and responsibilities, potential partners would have an improved organizational and departmental focus which could outline the scope of their commitment.

The second stage calls for development of a Strategic Plan which would be designed collectively by a Task Force selected from appropriate participants at the Boundary-Spanning Forum. The Task Force would develop over a six-day period a comprehensive and coordinated set of viable options for organizing and maintaining research partnerships. This Strategic Plan would provide a generic planning framework and could be adapted by specific research partnerships to address individual research topics. Expected outcomes or products from this stage could include consensus on mechanisms for funding, resource exchange procedures, personnel policies, proprietary rights, alternative operating structures or forms of partnerships, mechanisms for correcting/terminating partnerships, and so on.

The third stage would focus on the development of Specific Operational Plans associated with individual research partnerships. By having completed a comprehensive and coordinated strategic plan, the design work for forming and maintaining individual partnerships is minimized. At this stage of cooperative partnerships formation, individual researchers and administrators could adapt in three days the strategic plan to meet their particular partnership needs.

This proposed design for forming and maintaining cooperative university-industry research partnerships contains a number of features that have been missing in past attempts. Because of the uncertainty in the task environment, e.g. the reaction of the different "cultures", an incremental approach is desirable in order to promote flexibility and corrections based on contingencies. Also, the design of the partnerships is being done by those who are directly involved in the research and administration. Thus the implementation of programs and plans is enhanced. Finally, because of the efficiency of the IM process, a minimal amount of time is wasted before meaningful conclusions about the successfulness of partnership formation are reached.

A Relevant Past Application Of IM

While IM has not been directly applied to the complex problem of forming cooperative university-industry research partnerships, a past applications of IM, relevant to the design of partnerships proposed above, is discussed. This example pertains to the Boundary-Spanning Forum portion of Figure 1. Examples of the strategic and operational planning process using IM are not discussed here (See Mackett and Christakis, 1983).

The National Marine Fisheries Service (NMFS) in cooperation with the National Fisheries Institute (NFI) convened a North Pacific Fisheries Forum in Seattle, Washington, February 4-6, 1985. The convenors decided it would be advantageous to work closely with all concerned segments of the dispersed fisheries community in collectively identifying problems, opportunities, and roles and responsibilities associated with domestic development of Alaska pollock and Pacific whiting. It was necessary to employ a new, different but appropriate problem-solving approach to resolve a number of persistent obstacles inhibiting full domestic development.

The IM approach assisted the Participants in collectively organizing the ideas associated with the objectives and context of the Forum. Approximately three hours were spent in identifying, clarifying, and prioritizing a list of 59 obstacles perceived by the Participants. Having generated 59 obstacles, the Participants were engaged in pairwise comparisons among the 21 top priority obstacles to structure them in a sequence for further discussion. The structuring work used a computer-assisted methodology known as Interpretive Structural Modeling (ISM) which provided an opportunity to learn more about the "meaning" of the obstacles and to help them systematically generate options for overcoming the obstacles.

On the second day, the Participants generated 58 options for overcoming the top priority obstacles using a variety of idea generating techniques. The Participants were subsequently organized into small groups according to the segment of the industry, i.e., harvesters, primary processors, secondary processors, retailers, and state and Federal Government representatives. Each segment used the list of 58 options to assign the lead role to one or more segments for consideration and action. By the third day, the Participants had arrived at a unanimous consensus on 13 assignments, i.e., all five segments were in agreement on the assignment of lead responsibility to a specific segment. There was near consensus in 43 instances, where four out of the five segments agreed. There were several options proposed at the Forum that would require innovation, new concepts, new methods, and new activities which have so far not been part of the U.S. fisheries effort. The willingness of the various segments to be involved in doing whatever is necessary to achieve the full Americanization of these two species is a major milestone according to the Director of NMFS.

Conclusions

An attempt has been made to describe a process for improving university-industry cooperative research partnerships. Considerable evidence has been accumulated over the past several years with Interactive Management being applied to goal congruency issues, boundary spanning problems, and organizational design in a variety of settings (Wood and Christakis, 1982; Christakis, 1985). These experiences have shown, among other things, that IM can provide a mechanism for quickly and effectively achieving goal-congruency and consensus among participants coming from diverse backgrounds and different "cultures." While the IM approach has not been applied directly to cooperative university-industry research partnership formations, similar past applications have been highly successful and it appears likely that IM will work in the partnerships formation area also.

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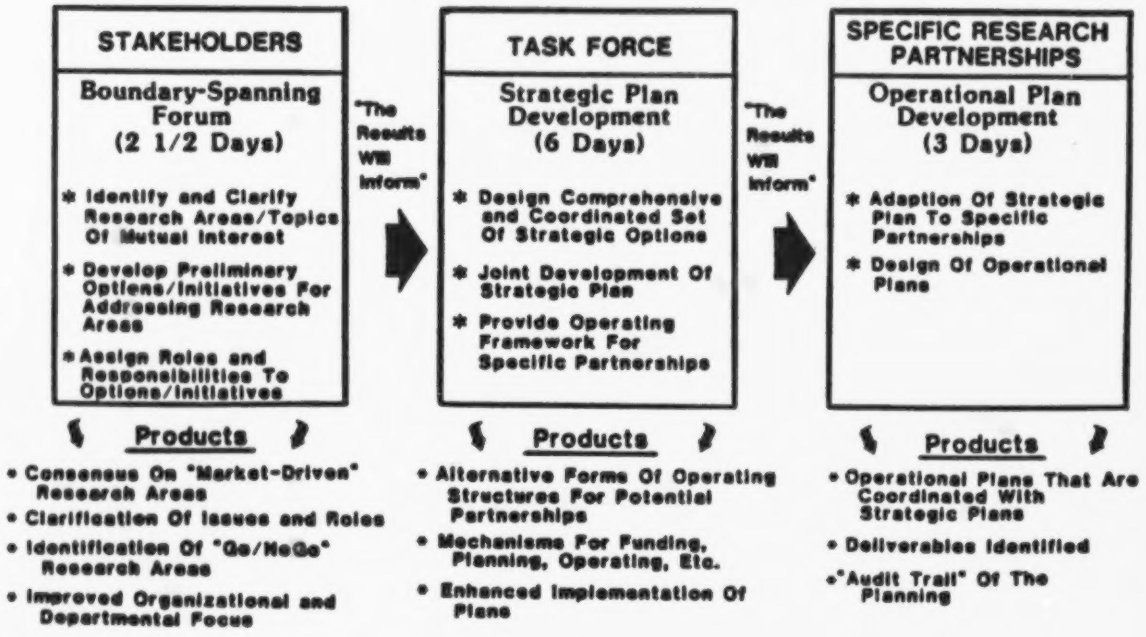
FIGURE 1



DESIGN FOR IMPROVING UNIVERSITY/INDUSTRY COOPERATIVE RESEARCH PARTNERSHIPS

STAKEHOLDERS
Boundary-Spanning Forum (2 1/2 Days)
* Identify and Clarify Research Areas/Topics Of Mutual Interest
* Develop Preliminary Options/Initiatives For Addressing Research Areas
* Assign Roles and Responsibilities To Options/Initiatives
"The Results Will Inform"
TASK FORCE
Strategic Plan Development (6 Days)
* Design Comprehensive and Coordinated Set Of Strategic Options
* Joint Development Of Strategic Plan
* Provide Operating Framework For Specific Partnerships
"The Results Will Inform"
SPECIFIC RESEARCH PARTNERSHIPS
Operational Plan Development (3 Days)
* Adaption Of Strategic Plan To Specific Partnerships
* Design Of Operational Plans
Products
• Consensus On "Market-Driven" Research Areas
• Clarification Of Issues and Roles
• Identification Of "Go/NoGo" Research Areas
• Improved Organizational and Departmental Focus
Products
• Alternative Forms Of Operating Structures For Potential Partnerships
• Mechanisms For Funding, Planning, Operating, Etc.
• Enhanced Implementation Of Plans
Products
• Operational Plans That Are Coordinated With Strategic Plans
• Deliverables Identified
• "Audit Trail" Of The Planning

DESIGN AND IMPLEMENTATION OF A BACCALAUREATE SOCIAL WORK PROGRAM IN A WEEKEND TIME FRAME

Barbara Shank
Mary Ann Brenden

Introduction and Overview

In 1980, the social work major was implemented as one of the four original majors within Weekend College at the College of St. Catherine. Weekend College began with 128 students and now offers eight majors to 583 students. It is a complete degree program adapted to the weekend format specifically designed for self-directed adult learners. It offers the same blend of liberal arts disciplines and professional education that characterizes the College's weekday offerings and thus confers the same degree, the Bachelor of Arts. The same faculty prepare, certify and offer all weekend courses. A student is able to earn a liberal arts degree in four years by attending weekends. By practice, however, most students take courses on a part-time basis.

This paper explores six major areas. Curriculum structure addresses the concerns of coursework, course scheduling and fieldwork. Adherence to accreditation standards is discussed with emphasis on program structure and quality control. Issues regarding administration are presented with emphasis on faculty workload and funding. Faculty perceptions of teaching in the weekend program constitute the next focus. The profile of students currently enrolled in the program is described according to demographic as well as attitudinal characteristics. Finally, needs and strategies related to recruitment and retention are explored.

Curriculum Structure

The social work major is accredited by the Council on Social Work Education. The schedule of courses for the major provides a framework which allows the student to integrate professional coursework and general education requirements. While the freshman and sophomore years usually focus on the general education requirements, junior and senior years typically focus on the actual major requirements and electives. Fieldwork is done during both the junior and senior years.

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Suggested Schedule for Completing Social Work Major

Freshman Year

Principles and Concepts in Sociology
General Psychology
Introductory Biology

Sophomore Year

Social Research Methods
Developmental Psychology
Introduction to Social Work Services
Social Science Elective

Junior Year

Social Science Elective
*Statistical Methods in Psychology
Communication and Interviewing Skills
Working with Groups: Theory and Practice
Social Policy for Social Change
Junior Fieldwork in the Social Services

Senior Year

*Advanced Group Work
+Social Work Practice I
+Social Work Practice II
+Senior Fieldwork in the Social Services
*Community Organization and Social Action

*Elective course
+These courses must be taken concurrently

Each course utilizes and builds upon the knowledge acquired in the courses preceding it. The material is continuously strengthened by its interaction with fieldwork experiences. Learning is recognized as a continuous changing process. Courses in the social work major are designed and scheduled to stimulate further learning by challenging present systems and theories and by raising questions which students are encouraged to pursue. The interrelatedness of courses serves to strengthen the holistic concept of social work.

The weekend program operates on a trimester calendar. All major required courses are offered at least once yearly. Scheduling of required major and supporting courses is as follows:

Weekend Program

First Trimester

Introduction to Social Work Services
Junior Fieldwork
Social Work Practice I
Senior Fieldwork in the Social Services

Second Trimester

Communication and Interviewing Skills
Junior Fieldwork
Social Work Practice II
Senior Fieldwork in the Social Services

Third Trimester

Working with Groups: Theory and Practice
Social Policy for Social Change

Crucial importance is placed upon course syllabi as comprehensive guides for student learning. A course outline, course objectives, learning objectives for each class session, course requirements and their due dates and grading and evaluations procedures are specified in all syllabi. The syllabus serves as a learning contract between student and instructor and as such, stipulates mutual expectations. Syllabi are distributed to students at the time of registration well in advance of the first class session. Students are expected to come to the first class having already read the syllabus, purchased the textbook(s), and completed the first assignment. The weekend program is characterized by reduced class contact hours and an emphasis on independent student learning. Out-of-class activities (reading, writing, researching, practicing, etc.) are structured for each student to pursue autonomously between class sessions. Creativity is the essential ingredient in ensuring that a student not only learns from the assignments, but also enjoys doing them. Experiential activities (such as visiting agencies, interviewing social workers, touring the state capitol, etc.) provide dimension to routine but necessary reading and writing assignments. Because out-of-class assignments comprise such a significant part of the students' learning, careful review of the assignments and feedback from the instructor are essential. This feedback ensures the student and instructor that learning is progressing and allows for early detection of problem areas.

Perhaps the greatest challenge of teaching in the weekend program is to maximize the productivity of class time. Class time serves to provide necessary foundation and orientation prior to this independent work and/or elaboration and integration following it. Because the weekend courses meet bi-weekly for 3½ consecutive hours, it is imperative that a variety of experiences be planned so as to avoid boredom or burnout. A well-planned mix of lecture-presentation, discussion (large and small group), and small group learning experiences along with the inclusion of audio-visual resources and guest speakers (community practitioners) is essential to meet the students' needs for varied stimulation and challenge.

Two fieldwork experiences are required: a 200-hour placement in the junior year and a 400-hour placement during the senior year. All placements include initial contracting between the student and agency, orientation and training, goal setting, on-going supervision by an agency fieldwork instructor, participation in an on-campus discussion group, and evaluation of both the student's performance and quality of the placement.

Juniors spend 10-12 hours per week at their placement during the course of 2 trimesters. Exemption from junior fieldwork is available to students who document a previous comparable experience. Senior fieldwork is done concurrently with two senior practice courses. All students are required to choose different types of placements for their junior and senior years so as to ensure a broad base of experience. No student is exempt from senior fieldwork. Seniors spend 15-20 hours per week at the agency during the fall and winter trimesters. Weekend students, who are typically employed full-time, frequently utilize 'comp time', vacation leave or leave of absence from their job in order to complete their placement.

Program Administration and Accreditation Standards

Full-time department faculty members are contracted to teach six courses per academic year. These courses can be a combination of weekend and day courses. While the weekend program trimesters start in September and go through the first week in July, the day program semesters start in September and continue through May. Therefore, an effort is made to avoid scheduling one faculty member to teach both first and third trimesters so as to avoid faculty overextension and/or burnout. A break of six weeks is deemed insufficient if a faculty member is to be refreshed and adequately prepared for the next year.

In developing the weekend major, evaluative standards set forth by the Council on Social Work Education in 1980 regarding program variations were used. Standards specify that program variations should be encouraged but should not detract from educational objectives or expected learning for students enrolled either in the regular program or in the variation. Variations in program should be offered in such a manner that they do not divert resources necessary for maintaining the quality of the regular program. The program should document assurance of consistency of outcomes in the planning, implementation and evaluation of program variations. Especially important in programs is the guarantee of the equivalent of on-campus resources available to full-time students and considered necessary to professional socialization of students such as peer contributions to learning, and faculty, field, classroom and library resources for achieving program objectives. These issues were addressed in the design of the weekend program. The course sequencing and scheduling is a modified form of the established day program. Course content is identical. The same library resources are available for both programs. The same faculty teach in both programs. Day and weekend students use many of the same field placement sites. The criteria for agency and field instructor selection, the hour requirements and group discussion responsibilities are identical. The time frame is the one difference between the weekend and day program. By designing the weekend program to closely parallel the day program, potential accreditation concerns have been avoided.

Profile of Faculty Perceptions

Faculty were surveyed in order to assess their perceptions of weekend students and the program.

Generally, faculty perceive the weekend students as highly motivated and self-directed learners, highly achievement-oriented, and able to apply theory and skills to fieldwork and other real-life experiences. Comments such as the following characterize faculty responses in these areas of student performance.

> "Weekend students take initiative, come to class prepared, contribute actively in class, follow through and have high expectations of themselves."
>
> "My experience is the weekend students have high expectations for courses. They are critical of what they see as 'busy work' and are generally demanding of a high quality learning experience."
>
> "Weekend students have a clear sense of where they want to go with education and a stronger commitment to it."

Faculty differ in their perception of weekend students regarding the quality of written and oral work and comprehension of course content. Faculty perceiving weekend students as strong in these areas attributed their abilities to their "utilization of additional life experiences."

While some faculty observed weekend students' "basic writing skills to be weak as a result of being out of school for awhile," other faculty noted that "writing skills of weekend students tend to be good . . . they follow directions and their insight and integration are excellent."

Faculty reported that teaching weekend students is informative and stimulating in regard to their own professional development. Results also revealed that faculty find teaching in the weekend program somewhat more difficult attributing this to fewer hours of class contact and the pressure this entails. Finally, all faculty agreed that the weekend program provides an excellent educational experience for students.

Profile of Social Work Students

Students in the weekend program were surveyed in order to assess demographic characteristics as well as attitudinal characteristics. The average age of weekend students is 36. The weekend program is comprised of 100 percent women. The average cumulative G.P.A. for weekend students is 3.20. Eighty-two percent of weekend students are or have been married. Seventy percent of weekend students have children ranging from 8 months to 30 years. Seventy-six percent of the weekend students are employed. Weekend students work on the average, 38 hours per week. One half of weekend students include in their career objectives the completion of an M.S.W.

In a recent survey, students were asked to rate themselves in relation to several personal characteristics on a five point scale (5 high - 1 low). The weekend students rated themselves as follows: motivation (4.8), career-orientation (4.6), self-confidence (4.3), creativity (4.0), overextension (3.9), easily challenged (3.6), religious orientation (3.5), competitiveness (3.3), and politically conservative (2.6).

The students also evaluated their social work courses on the five point scale (5 high - 1 low) in the following areas: facilitates frequent student interaction (4.8), intellectually challenging (4.7), organized (4.7), academically rigorous (4.5), and theory-oriented (4.0).

Students were also asked to evaluate the teaching performance of their social work instructors on a seven point scale (7 high - 2 low) according to the following criteria: clearly stated objectives, command of subject matter, effective use of time, demonstrated respect for students, interesting presentation style, clearly communicated expectations, fairly evaluated and graded student performance. For each of these aforementioned items, the ratings assigned by weekend students ranged from 6.3 to 6.8.

The students were also asked to evaluate the overall weekend social work program. Sixty-five percent of the weekend students rated the program as excellent, 29 percent good and 6 percent fair.

Recruitment and Retention

In 1981, a marketing campaign was begun. A Weekend College Social Work brochure was developed and mailed to social service agencies in the metro area, local corporations, county welfare and corrective agencies and community colleges. Individuals were targeted directly from membership lists obtained from the Minnesota Social Service Association and the Minnesota Chapter of the National Association of Social Workers. In addition to the direct mailing, several community and religious groups were targeted. Every full-time faculty member committed to speaking with two community groups. The Chair of the Department contacted the advisors of the human services departments at the local community colleges. An area of emphasis was in advising and program planning for the transfer student and the feasibility of the weekend program for working adults.

All students are assigned a social work faculty advisor immediately upon declaration of their intent to major in social work. Planning an academic program, clarifying educational objectives, identifying career goals and discussing academic problems are viewed as functions of advisor-advisee relationships for students. Experience to date has indicated that the traditional form of advising is inadequate to meet the needs of weekend students. The demands of being a student may feel overwhelming when course work is done on a part-time basis amidst other of life's responsibilities (work, family, etc.). The gradual nature of a student's progress over an extended number of years can lead to doubts and despair. Students in the early stages of education who have face-to-face interaction with students nearing completion, receive invaluable assurance and support. To provide this assurance and support, interactional advising and student-mentor programs have been implemented for weekend social work majors. Interactional advising provides for casual getherings of small groups of students at varying stages of completion of undergraduate requirements. Graduates or students nearing graduation are asked in advance to share the history of their college and career decisions and events. Their openness sets the stage for mutual sharing of advice, support, information, etc. In the student-mentor program, new students are linked with those who have completed at least half of their program. It is hoped that student mentor relationships will provide opportunities for sharing experiences, advice, guidance, support, problem-solving, etc. with the primary objective of enhancing the part-time student's college experience. Thus, weekend students have three forms of advising available to them: faculty, interactional (with other students), and mentor/advising.

Conclusion

Implementing a social work program in the Weekend College has been an exciting and challenging adventure. Accreditation evaluative standards must be addressed and the faculty must pay attention to curriculum structure, program administration, field placement programming and student advisement. Full-time faculty must teach in both programs and content of courses must be identical. If these components are addressed, a weekend social work program is indeed a viable alternative for social work education. Not only do weekend programs provide a quality alternative for students, they add dimension and vitality to social work departments and colleges as a whole.

THE COLLEGE WITHIN A COMPANY

Wm. G. Thomas

A non-traditional phenomenon, with traditional overtones, is steadily becoming a larger presence in American higher education. Corporate colleges are currently providing education and training to almost as many students as are now attending U.S. colleges and universities. And, the claim of many of the company course alumni is that they are doing a better job.

Without creative, bright, change-oriented, versatile and motivated people; organizations may well be relevant for yesterday, struggling though today, and completely unprepared for tomorrow. The success of America's businesses and industries depends on consistent outstanding performances by those who steer and navigate them towards their destinations - their people.

It is the development of these people that higher education and corporate education are all about.

How can companies continue to hire and nurture the talent necessary for their continued success? Do individuals gain the best learning experiences through the on-the-job school of "hard knocks," the related curricula of colleges and universities, or through corporate educational systems?

The premise of this paper is that both colleges and companies can help to provide educational substance for the workforce; but, instead of cooperating, a competive climate has been created which is particularly dangerous to higher educational institutions.

Imagine a sign with a message similar to those on cigarette packages, "Warning - this college's education may be detrimental to your career!" Could this happen?

The recent report, Corporate Classrooms: The Learning Business, suggests that, in its bid for survival, higher education should stay out of the business of careerism and imitating the marketplace objectives of corporate education. (1) As Peters and Waterman suggest, successful organizations "stick to their knitting."(2)

Corporate learning has become an absolutely essential part of the total educational resources of the nation, with annual expenditures of $40 billion upwards, enrolling nearly 8 million students. (3)

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Ideally, the education of the workforce is a broadly shared responsibility; shared by the self-fulfilling individual, colleges and universities, a person's manager or supervisor, and, in other than small businesses, the company itself.

An increasing number of corporate organizations are taking over this essential responsibility, providing the settings and reasons for improving employee skills and knowledge. How are these companies preparing their people? Who gives the training and education? How long does it take? Where does the training occur? Under what circumstances? These are the types of questions which business, industrial, and governmental organizations are all answering differently depending on thier needs. However there are also similarities in their educational programming and they are all focused towards creating and sustaining an outstanding corps of human resources.

They are also saying; in a unanimous and numerically significant voice, "If colleges and universities don't do what we need, we will!" And many of them are....

I recently conducted a study of the educational programs of a selected group of the country's most successful organizations. Fifty-one percent of the 144 companies cited in the popular management books The 100 Best Companies to Work for in America (Levering, et al) and In Search of Excellence (Peters and Waterman) participated. (4) It is from this study; personal visits to such organizations as IBM, Hewlitt Packard, Northrup, Hughes Aircraft Company, Transamerica and the American Management Associations; and research on the current literature regarding corporate education that several models or patterns of corporate education emerge.

There are four models: internal, external, integrated, and the "college within a company." Much like four and two-year colleges, corporations generally separate training for managers from technical personnel training.

The first model is relatively traditional. I termed it "internal" because the learning activities are provided by an "in-house" staff of professionals. Informational and skill needs of personnel are identified. Courses are designed around these needs by the staff who also teach them. The classes are usually conducted in an on-site conference room or classroom or in an off-site location such as a nearby hotel. It is a traditional model because the classroom setting and teaching methods are much like those in a regular college or university. Ordinarily, there are company orientation courses, including information about products or services, customers, policies, employee standards, and available company services and benefits. Managers are taught how to process and counsel their employees. There are courses in the traditional areas of planning, organizing, staffing, controlling, and leading for managers. As they climb the corporate ladder, on each rung, managers learn more about such topics as budgeting, hiring and firing, strategic planning, and market research. This is a rather common model followed by smaller organizations with 500 to 1000 employees. It is supplemented on occasion through the use of line managers and outside faculty or consultants.

The next model I call "external," since it depends largely on faculty and learning materials from outside the organization. This model, in terms of fiscal requirments, allows for a leaner training staff, reducing costs by paying only for instructional time without necessitating additional full-time salaries, and retirement, health and dental insurance and other company-paid benefits. It also frees the staff, whether trainers, line managers or technical supervisors, from preparing and presenting the added educational activities. The staff spends its time coordinating, evaluating, and updating the programs, registering and tracking participants, and arranging for facilities, equipment, and classroom materials. Companies in this category commonly encourage employees to enroll in courses and seminars offered by colleges and universities in job-related subjects. Professional management and scientific education is provided by such groups as the American Management Associations, Engineering societies or in short-term programs or seminars provided by local colleges and universities. This structure is primarily followed by organizations with up to 2000 employees.

The third model, "integrated," has the curriculum and instruction developed and delivered both by the organization's internal education staff and outside resources. Consultant services are used in such areas as computer programming, project management, team building, quality circles or robotics. This is, perhaps, the most commonly used model of corporate America. Trainers can richly compliment their regular offerings with special presentations by subject matter experts, either college faculty or consultants. They are increasingly using contemporary audio and visual learning packages provided by commercial training organizations. This "integrated" corporate education pattern is a mode for both medium and large companies with 2,000 to 10,000 employees.

The fourth category is the "college within a company" concept. It is a model primarily followed by larger organizations with five thousand or more employees and those with multiple locations. This structure emphasizes the importance of transmitting the so-called "corporate culture - an organization's customs, ways of conducting business and policies and practices. It incorporates heavy utilization of internal technical experts, line managers and executives as instructional staff - a method of having the weathered professionals passing on the "gems" of their experiences to the company's plebes and apprentices. This model supports the notion that the research and development of its people is as important as an organization's commercial output.

The curriculum of the corporation has also broadened in recent years to include five major areas of study: basic skills, management training, technical and scientific skills, sales, service and customer training, and general education.(5)

"Colleges within companies" ordinarily take a holistic approach to employee education. They want loyal and productive employees. They want well-rounded people. They want them to be proficient in their special fields of expertise, capable as problem-solvers, and knowledgeable about the company.

Generally, the "college within a company" has the governance, structure, and academic and administrative titles paralleling traditional colleges and universities. (6) It has a purpose, a governing board of professional managers, a body of knowledge to be learned, a "resident" faculty, a "college-catalog-like" educational program and course descriptions, dedicated facilities, conduct research on and for the organization, and provide their own certification. They also tend to interweave their programs with those offered by colleges and universities through tuition refunds or joint venture arrangements. As the educational pattern of at least seventy four of America's most successful organizations, a trend has already been established. (7)

It is estimated that about 400 business sites presently include a building or a campus labeled "college, university, institute or educational center. (8) Among the notable companies with dedicated education centers are Dana, which won't promote managers without Dana University certification; Disney, which even has a campus in Tokyo; Hewlett Packard, an impressive Silicon Valley example; IBM, a corporation spending over $500 million per annum on employee education; General Foods, Intel and Polaroid. All of their educational facilities look more like college campuses than corporate towers.

In other ways, the "college within a company" may not emulate its traditional counterpart. It does not ordinarily grant tenure or lifetime jobs to faculty (although this point can be argued), it need not grant degrees (although 18 corporations have full academic accreditation and the American Council on Education has established a registry of corporate courses which qualify for college unit credit (9) (10)), it relies primarily on a part-time faculty; it can adjust and change more rapidly than a traditional college; evaluation is continuous and applied on-the-job; and students are older, more serious, time restricted, and demanding of faculty and program competence and relevancy. Few walk liesurely hand-in-hand through the quad.

"The college within a company" also thrives on "non-traditional" education methods. Satellites transmit course lectures from one part of the world to numerous company locations, as well as conferences and panels of experts; managers listen to audio tapes on contemporary management practices traveling in their cars to and from work; newsletters recruit students for classes, engineers study new techniques through closed circuit television; videotapes describing better ways to involve and relate to people are shown on home VCR's; computer-video interactive systems are used in classroom long range planning sessions and in exploring alternatives to problem solutions; and quality circles are enabling employees to research, recommend, and buy into the objectives of their departments and offices. Control Data Corporation already has designed a four-year college computer-based curriculum via its PLATO program. In a company, the fruits and rewards of education can also be better tracked than on a college campus. The company can deal in educational results, not speculation.

The "college within a company" is not a recent idea. The National Association of Corporate Schools, founded in 1913, was the forerunner of the American Management Association when it merged with the National Association of Employee Managers in 1920. It was also in the 20's that organizations such as General Electric brought managers together from throughout the country to examine topics of corporate interest.

In the 30's Harvard and MIT offered seminars on current management activity to which they invited representatives from a variety of organizations. After WW II, interest in corporate education expanded. As examples, General Electric founded an educational center in Crotonville, New York; a year later, IBM established its first totally dedicated employee learning faculty, also in New York. (11) The "college within a company" movement had begun.

Most of us, whether educators or practitioners, probably agree that theories are best taught in colleges and that management and practical skills are best acquired on-the-job, through good mentors and coaches, and through company-sponsored programs. Companies attest to this arrangement, with some 80 to 90 percent having well-established tuition refund policies for employees to study in local colleges and universities. (12) Yet, there appears to be definite movement into one another's territory.

Many companies are offering courses in oral communications and writing, human relations, computer fluency, foreign languages, cross-cultural harmony, and basic finance which could be far better accomplished in colleges and universities. They also offer courses in team-building, group problem-solving, and other methods of participatory management; with managers serving more and more as "mentors" and "coaches," acting like human beings rather than corporals of a bureaucracy; the essential roles of colleges and universities have become clearer.

Chastizing the "out-of-date" academic programs of university business schools, a recent study group recommended business schools expand their programs from the basics of marketing, finance, production, and accounting to incorporate the political, environmental, ethical and technological aspects of management. They suggest that if we, as [illegible]n, are realistically facing a future of common effor[illegible]rd world countries, we should help that futur[illegible] The rigor applied to fiancial and quan[illegible]hnologies can, and should be equally applied to p[illegible]ment. Such courses as interviewing, coach[illegible]ating, motivating and disciplining have becom[illegible]n the company rather than in the colleges. (13)

Colleges serve society in the broadest sense, preparing their students to function in the outside world, to think clearly, to be able to express themselves intelligently, and to have generally accepted values. Unless they are vocational institutions, they are not expected to develop job skills. They can, however, enable students to explore potential interest and career areas without penalty. The company enters the picture when potential weds its intended.

"Colleges within companies" concentrate on a supportive educational system for their employees which does not "grow people," but provides them with growth opportunities. Teaching people about "sticky wickets," in a positive learning environment, helping them learn where the stepping stones are across the continuing river of change is what the "college within a company" is all about. It is a viable, result-oriented reality. "Colleges within companies" are now primary movers in producing the successful people to lead successful organizations.

A new look at company educational systems is essential; one that joins the strengths of collegiate and corporate education, while respecting the different purposes and missions of the two systems.

Colleges should do what they do best, re-emphasizing the "3-R's," providing opportunities for oral presentations and critical dialogue, looking at alternative approaches to resolving real issues, and involving learners more in experiential learning activities.

They should find new roles and relationships with the ever-growing "colleges within companies."

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CASE STUDY OF AN EXPERIENTIAL APPROACH TO SMALL BUSINESS EDUCATION AND DEVELOPMENT

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This paper describes a non-traditional approach to small business education. With universities showing increasing interest in developing programs in small business and entrepreneurship, this non-traditional approach is significant because it demonstrates a viable experiential method for small business education. The approach is experiential in that the educational activity takes place outside the classroom; the main focus is on specific economic and business needs of program participants, rather than on abstract theory; and segments of the non-academic community are major contributors to the content and quality of the educational project.

What makes this experiential approach educational is that not only are the participants intensely involved in the learning (i.e., it is their specific needs, as described by them, which are examined), but also the subject matter has continuity, that is, the information and concepts are developed and applied in various practical settings, thereby enabling participants to see the subject matter from a variety of perspectives, so that concepts are learned as well as specific information acquired.

This experiential small business education and development project was offered by the Office of Continuing Education at Southeastern University (a small, private university, specializing in business and public administration), for the University's immediate Southwest, Washington, D.C. community. The project, sponsored jointly with Howard University and the U.S. Small Business Administration (SBA), had the following objectives: 1) to develop and disseminate information about existing small businesses in Southwest, D.C., about needs in the community for additional small businesses, if any, and about resources available for small business development; 2) to provide existing and potential small business owners with counseling, training, and incentives to further their small business activities. The project was begun in May 1984, and portions of it are still underway.

The Office of Continuing Education devised a three-part strategy for achieving the above objectives. 1) Conduct a survey of the current state of small business development in the community. The survey included an inventory of existing small businesses and an assessment

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of needs these small businesses may have had for managerial, financial, or other assistance. 2) Host a community-wide symposium to present and discuss the survey, and to explore possible counseling and training to be sponsored by Southeastern for existing small businesses and potential entrepreneurs. 3) Implement counseling and training of individual small business owners and potential owners in Southwest, D.C.

The educational assumption underlying this three-part plan was that by identifying an economic need (through the survey) and informing the community of this need (through the symposium), additional educational activities could be devised and implemented (counseling and training) which would help to fulfill that need.

The survey was conducted by a Southeastern faculty member with the assistance of several students, who were paid a small stipend. An important means of locating the small businesses in Southwest, D.C. was the Dun and Bradstreet list, from which the researchers selected those businesses with Southwest, D.C. zip codes. The students discovered additional businesses by going on foot through various parts of the community. Students asked selected businesses to complete a survey questionnaire, which included such items as name and address of business, type of business, year started, Dun number, standard industrial classification code, record of any previous assistance from the SBA, number of employees, annual sales, need for management assistance. Much of this information was recorded in a computer file at Southeastern. The list of local businesses grew to about 1,000 names and was eventually reduced to between 600 and 700 through applying the SBA definition of small business, and through other quality control measures, such as resurveying selected sites. An extensive computer printout of the survey results was made and used in presenting the information at the symposium.

In addition to highlighting particular needs of small business owners, the survey was also important in making known not only the number of small businesses in the community, but who they were and of what type, information valuable for current and aspiring small business owners, government planners, and community leaders.

Some three months after the survey was begun, the symposium was held. The symposium was publicized through a letter sent to small business owners listed in the survey, through personal invitations, an ad and an article in a metropolitan-wide business newspaper, and a newsnote in a community newspaper. A half-day event located outside Southeastern in a conference facility of a local condominium, the symposium was organized around major speakers, panels, and workshops. The symposium was highly successful in securing the attendance of a diverse group of people with a range of interests. Some 50 people attended, which we considered a good response for a first effort at reaching out to the community in this way. Current and aspiring small business owners, bankers, a venture capitalist came. So too did the director of the D.C. Office of Business and Economic Development, the D.C. City Councilman for Southwest, D.C., a representative from the D.C. Chamber of Commerce, local Southwest, D.C. community leaders, and representatives from the SBA. A reporter from a business newspaper and representatives from two other universities also attended.

The diversity of people and interests certainly represented a cross section of the assistance available for current small business owners seeking to improve their businesses and for aspiring small business owners seeking to get started.

Each of the diverse groups had the opportunity to present its views, helping to put the survey in perspective. Some helped to elucidate further the need for small business in the community. Southwest residents are concerned about the nature and character of further commercial and public development in their community, fearing harm and, even, destruction to the residential character of the community and to the bridges which residents are working to build among the community's different social groups. Development of small business is seen by some residents as a means of furthering the community's economic development in such a way as to contribute both to the residential and social improvement of the community. The symposium offered the Southwest community the unique opportunity to focus on its own small business needs.

Others at the symposium explained and demonstrated resources which could be used to help small businesses. The D.C. Office of Business and Economic Development has specific programs to assist small business. The Southeastern symposium thus represented for the D.C. government a means of bringing its goals and services directly to some of the city's entrepreneurs.

Representatives from Southeastern, the SBA, the D.C. Chamber of Commerce, and Howard University's Small Business Development Center each outlined their programs for assisting small business. Bankers and a venture capitalist described their resources. Small business owners themselves, both current and aspiring, explained their problems.

Workshops were conducted by Southeastern faculty on topics specifically related to the needs of small business owners: 1) obtaining capital and financial assistance; 2) increasing sales and expanding markets; 3) using computers in management. These workshops were an introduction to the counseling and training of individual small business owners, the third strategy of this small business education and development project. Questionnaires were distributed at the symposium so entrepreneurs present could indicate whether or not they wanted further counseling and training. Most did want such counseling.

The symposium was received enthusiastically and regarded by participants as successful. The nucleus of a network of small business owners and supporters was started, based on personal contacts at the symposium and on the resource of information available through the survey's computerized data base. One of the community leaders remarked, "You must not let what you have started here die. This work must continue."

The third part of the project -- counseling and training -- is still continuing. Counseling, emphasizing one-on-one counseling, has been delivered through the project to clients both from the local Southwest community and also from outside the community. Counselors are Southeastern faculty and current students and Southeastern graduates. Faculty and graduates have received small stipends; students have received academic credit. Counseling subjects include: how to start a new business, how to find sources of credit and financing, accounting and record-keeping needs, how to increase sales, conducting market research, selling to the government, international trade. Training envisioned for the project, and yet to be implemented, includes internships and various types of cooperative education activities (such as assisting in developing a Southeastern small business association open to community and university members), some of which training would include academic credit.

PARTICIPATION INVOLVEMENT TO IMPLEMENT CHANGES NECESSARY FOR THE RECOGNITIONS OF NON-SPONSORED LEARNING EXPERIENCES FOR COLLEGE CREDITS IN A COOPERATIVE CONSORTIUM OF DIVERSE EDUCATIONAL INSTITUTIONS

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Many of the problems that arise in the development of a program in which credits are awarded for non-sponsored learning experiences for a consortium of institutions are the same problems that are common to any attempts to institute change in any organization. These problems center around the fear of change of individuals within the organizations and generally manifest themselves as expressions of concern for quality control, uses and commitment of organizational resources, return on investment and economic advantages (competitive advantages).

Over the past twelve years the author has been asscciated with the design, development and implementation of programs in which credit is awarded for Prior Experiential College-level learning and an adrogogy for the development of current learning experiences is provided.

Objections to non-traditional programs usually manifest themselves as concerns over quality, relevance, equivalency and transferability. However, it is most probably the concern for changes and the possible institutional and personal repercussions of change that are the underlying, non-articulated real objections to change. Everyone associated with the development and attempts in implementing any non-traditional program has made an organized presentation showing that, from historical evidence and from logical development, the matters of quality control, economic advantage and use of institution resources in a new non-traditional program are more carefully and positively dealt with than the same concerns in the organizations traditional programs and still had the new program picked to pieces. This is probable because attention given to those specific objections and concerns raised by others in the organization, rather than dealing with that unsaid, perhaps even unconscious fear of any change from the status quo. These changes can be classified as being technological changes (new techniques, new uses of media, new curriculum, new delivery systems, cross-discipline course-design, etc.), structured changes (new lines of authority or responsibility, new lines of communications, different decision-maker in the organization, etc.) or people changes (modification of methods, changes in methods of accomplishing assigned tasks, requirement for changes in attitude). Seldom will changes involve only one of these categories of changes; often it will involve all three; always people changes are involved.

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The development of non-traditional programs requires a great deal of time and effort. However, no matter how much time goes into the development of the program, no matter what the potentials of the program, no matter what quality assurance is built into the program, it will not succeed without both administrative and faculty support.

Too often our views of the faculty and administration are colored by their education, personalities, positions of authority or their intellect. We lose sight of the fact that underneath it all, they are still people. People involved in organization. Involved so that they can accomplish their personal goals. Involved so that they can satisfy their needs as people.

In developing non-traditional programs it must be remembered that people resist change. Resistance to change is as common in organization as is the need for change. Therefore to introduce new programs, new methods or new technologies there must be concern not only for functionally sound programs (that is programs that contain reasonable quality assurance criteria and procedures, wise uses of institution resources and good chances of economic success), but also, since there will inevitably be resistance to change there must be strategies developed to lead the people element of the organization into productive change by overcoming the resistance to change. It must be recognized resistance is natural and to be expected. With the introduction of non-traditional programs comes the fears of personal loss by organization members. There are at least three outcomes that people fear -- fear of personal failure because they won't be able to carry out new responsibilities that the new ways of doing things may give them, fear of the possible loss or reduction in their personal prestige within the organization and fear that the new programs will disturb established social and working relationships.

The literature on organizational change suggests that there are some specific steps that can and should be taken to reduce the "people" resistance to the introduction, development and implementation of non-traditional program.

The following five activities are those that have, in practice, been effective in reducing resistance to change and when absent from the development of non-traditional programs have had negative results.

Promote Real Understanding

When fear of personal loss related to the introduction of a non-traditional program is reduced, opposition to the program is reduced. A major step in reducing this fear is to make sure that everyone to be involved in the program -- administrators, staff and faculty -- thoroughly understand all aspects of the new program. A good understanding of the program and its effects on the organization and the uses of available resources will even generate support for the program by focusing attention on possible individual gains that can materialize as a result of the new program. These individual gains can be increased job security through institutional gains, less routine work by reduction of traditional teaching loads, personal prestige through research paper opportunities, increased salaries, etc.

The methods of promoting this understanding is important. Seminars, retreats, conferences, outside consultants presenting programs, memos and white papers are all good methods of promoting greater understanding. However, experience suggests that the best method may be to involve your people in all aspects of planning the non-traditional program. This means involving all of the people in the organization in all aspects of the planning. This involvement must include not only those persons who are initially supportive of the new programs, but more importantly, perhaps, the involvement of those who are least supportive. Certainly, it is going to create a greater expenditure of time, effort and patience during the planning stage, but it will reduce resistance to change during the development and implementation stages. And (perish the thought!) those people, when involved, may even contribute ideas, methods and expert knowledge that will help to create a better program.

Throughout this early involvement in the planning stage, change-related questions that the faculty may consciously or subconsciously be asking should be addressed directly (if they aren't asked, then it is up to the person developing the program to bring it up).

The questions to be addressed are:

- Will my old skills be obsolete?
- Will I be given more responsibility than I care to assume?
- Will I lose my job?
- Am I capable of functioning effectively in the non-traditional program setting?
- Will my personal power and prestige decline?
- Will I have to work harder (longer hours)?
- Will it force me to betray or desert my fellows in the faculty, staff or administration?

Making sure that these questions are addressed during the planning stage will reduce resistance to change.

In the programs involving a consortium of three private colleges, a community college and two schools of nursing, early involvement of all segments of each institution was a monumental task. The same questions arose time and again, the same concerns were voiced, yet over time the attitudes changed from suspicion and fear to cooperation and even in some cases enthusiastic participation. It was a time consuming, patience-stretching process, but when the consortium was ready to move into the development of the non-traditional courses in support of the program, all of the people involved were actively working to make the program succeed.

An even more dramatic proof of the dividends paid by early participation was an Extended Degree Program in Business Administration developed by one of the universities in a state system. Four of the state universities were given funding and authority to develop programs in different disciplines. Using their funding base, three of the schools planned and developed fully implementable programs.

After the development they began to operate the programs, expecting the cooperation of their various constituencies. After three years they were still fighting internal battles. The university with the business program started by asking everyone from the registrar, to the faculty, to support services, what kind of program should be developed. There was three years of "planning" that went into the program. Countless meetings, seminars and informal evaluation sessions were held. The wheel was re-invented and then re-invented again. The leadership of the program established goals and involved everyone in first evaluating and then agreeing upon the appropriateness of the goals and then moved them through the process of establishing plans to accomplish the goals. The technologies available were explored, the pedogogical aspects were taken apart and reassembled. However after an exhausting three years, when the program moved into implementation, there was not only almost no resistance to the changes necessitated by the program, but in almost every case active enthusiastic support of the changes. As a result at the end of the fourth year, the Extended Degree Program in Business Administration had as many students statewide as did the other three programs combined and was operating not only more effectively but also more efficiently.

Set The Stage For Non-Traditional Program

Perhaps the single most powerful tool for reducing resistance to non-traditional programs is the administration's positive attitude toward those programs. This positive attitude toward non-traditional programs must be openly displayed by all levels of administration, but most important is that attitude coming from the very top. The CEO must demonstrate his or her appreciation of the proposed new program and his/her support of the changes that will come with it. To emphasize this attitude some portion of institutional resources should be reserved as rewards for those persons most instrumental in implementing the proposed new program. While money is one reward, it is also true that some of the most positive rewards are those that are not monetary. Such things are reduced teaching loads, recognition of development activities, prestige (both in-house and in associations or agencies), easier access to travel funds, etc.

In our consortium program those who participated in curriculum and course development were rewarded with opportunities for additional income, both as overload and summer teaching assignments. Participation also was made an extra evaluation category for retention and tenure. Staff personnel were given the opportunity to develop "specialist" areas, which while it did give them a little pay raise when they accomplished the specialty, more importantly was the status and title of program coordinator, or program assistant that went with it. A fund was established for travel to associations, meetings, seminars, etc. that could be used with a minimum of red tape.

Avoid Surprises

Everyone in the organization needs time to evaluate the program and what it will mean to them personally before it is implemented.

Inadequate time for this evaluation will usually result in automatic opposition to the program, or at least to the new non-traditional aspects of the program. Whenever possible individuals who will be effected by the new program (or who perceive they will be effected by the program) should be kept informed as to the functional aspects of the program and how it will effect them. They should also be kept informed as to the probability of the program being implemented. This can be accomplished by encouraging the direct participation already suggested or by the committee for planning reporting, both favorably and unfavorably, to their colleagues. A formal planning group can also be a sounding board to whom other involved individuals may express themselves. When combined with a top administration reward system, positive decisions concerning aspects of non-traditional programs can be emphasized.

Trial Program

As a last step in the personnel development process, before full implementation of the new program, it is best to indicate the program is being given a "trial run". By establishing this trial period, during which your people will be working under the changes brought about by the new program, the faculty will have a chance to deal with the changes without fear of personal loss. There are several benefits that can accrue from a trial run:

- Your people have the time to test their reactions to the new program before committing themselves irrevocably to the changes brought about by the new program. This will reduce their initial resistance to the changes.
- They are able to acquire more facts (hopefully positive ones) on which to base their attitudes and behavior in respect to the new program and the changes it will create.
- Once your people are involved they are less likely to regard the program as a personal threat.
- Persons who may have had strong negative preconceptions are in a better position to evaluate the program with greater objectivity. They also have the opportunity to review their preconceptions and modify them.
- The program administration is better able to review the functional aspects of the program (as well as the people aspects) and make the necessary changes before implementing the program fully.

Evaluation

As with all institutional activities, the new program should be evaluated, not just from the point of functional effectiveness, but also from the view of the impact of the implementation of the program on the institution and all of its people. The purpose of the evaluation is not only to gather insights into how the program may be modified to gain further institutional efficiency and effectiveness, but also to introduce the program into the institution. This will allow for modification of the introductory process the next time a new program is to be introduced into the organization.

This type of evaluation is more difficult than it may appear. It is much more difficult to gather reliable data on the effectiveness of the method of introduction of the program than data on the effectiveness of the program itself. The best evaluation of the introductory method is to watch for symptoms that indicate further change is needed. Examples of these symptoms are: the people in the organization continue to be more oriented to the past than to the future; a continuation of the obligations of ritual more than their accepting the challenges of current problems; and, individuals continuing to owe greater allegiance to departmental or operating group goals than to over all institutional objectives. If these behaviors are observed within the organization the probability is that future change will be necessary. It should be emphasized, however, that even if these symptoms do exist, the programs or relationships within the organization should not be changed just for the sake of change. Additional changes, either additions or deletions, in the program can only be justified if they meet all of the following criteria: 1) the change will improve the effectiveness of the program in meeting the needs of the public it serves; 2) it improves economic efficiency of meeting needs of clients; 3) it promotes the humanizing of the work and work process in the functional aspects of the program; and 4) it contributes to the individual satisfaction and social well being of all of the persons, faculty, administration, staff and clients involved.

Involving people in the early stages of non-traditional program planning and development is an investment in time and resources that will, in the long run, reduce the overall commitment of time and resources to the total program and its implementation and will, at the same time, assure the accomplishment of the desired outcome of the non-traditional program.

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LEARNING FROM EXPERIENCE: REFLECTIONS ON A DECADE OF ASSESSMENT IN VERMONT

Brent Sargent

As the number of adult students entering the higher education community has dramatically increased in recent years, so has the number of colleges and universities experimenting with various programs which assess prior experiential learning for the purposes of granting advanced standing. Such efforts have met with varying degrees of success, and the problems institutions have encountered in implementing their assessment programs are well known: resistance from faculty skeptical of and often hostile to the entire concept of experiential learning, from administrators looking for immediate rather than long-range cost justification, inconsistencies in assessments, questions of academic validity, extra burdens on faculty time, isolation of assessment programs in remote pockets of institutions, isolation of assessed credit as usable only in certain programs of the university, sloppy, ill-defined procedural mechanisms. The problems and pitfalls are many and well-known; the successes are less known and less often documented.

The Vermont State Colleges Office of External Programs(OEP)--a service arm of the five state colleges--has for almost a decade administered one of the largest and most successful assessment programs in the nation. It is a statewide, noninstitutionally-based program, awarding Vermont State Colleges(VSC) transfer credit to hundreds of students each year. Since its inception in 1976, this program has assisted over 2,000 Vermont adults in beginning or returning to college. On the eve of our 10th anniversary, we have undertaken an evaluation and review of the program's impact on adult students and on institutions of higher education in Vermont. This has included a survey of program alumni as well as contacts and interviews with administrators and faculty throughout Vermont who have worked with our students since their completion of the assessment program.

How The Program Works

The process of assessing experiential learning for possible credit is essentially a three-part endeavor in this program. First, students wishing to receive OEP credit must prepare lengthy and quite formalized portfolios describing and documenting their college-level learning acquired outside the college setting. OEP, in conjunction with several of the state colleges and several private institutions, sponsors between 10 and 15 portfolio preparation classes per semester throughout the state of Vermont.

Next, OEP collects the completed portfolios and separates them by fields of concentrated learning into groups of 6-8 portfolios. OEP then assembles teams of college faculty and career practitioners with expertise in the appropriate fields of study for each group of portfolios. The committee members represent institutions throughout Vermont. Each evaluation committee is made up of four members: two from colleges in the VSC system, one from

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any other college or university in the state, and a practitioner. The committee members are mailed a package of portfolios to evaluate on their own about two weeks prior to the committee meeting. Then, all four committee members meet as a group and spend roughly half a day working through the portfolios together, facilitated by a representative of OEP. OEP convenes an average of 15 committees per semester. The recommendations for credit awards are made by the committees, and the students are notified of their awards by OEP.

The third step in the process is the transfer of the student's credit to a degree-granting institution of the student's choice. OEP does not grant degrees, and no institution is obligated to take any or all of the credit. That decision, of course, is left to individual institutions.

Why It Works

The acceptance rate for our credit in Vermont institutions is very good. With only four or five exceptions, every college and university in the state accepts applicable credits from students from our program. Needless to say, it was not always so. However, certain factors have been identified by students, faculty, administrators, and us at OEP as playing key roles in the level of success the program now enjoys.

1) First, the portfolio itself is a detailed, workable, and reliable indicator of a student's prior learning. It has evolved to a point where it indicates very clearly and succinctly the depth and breadth of a student's knowledge in any given area. This makes it relatively easy for evaluators to assess the learning accurately and quickly.

To compile a successful portfolio, students must deeply examine their life experiences and then draw out of those experiences the specific, identifiable college-level learning they have acquired. Students must then describe this learning succinctly and lucidly in a series of learning outcome statements. These then are organized into related groups called "areas of study." Areas of study need not be specific to any particular course at a college. They are individual study areas, unique to the learner but generalizable as college-level.

In addition to this "summary transcript" of college-level learning, the portfolio includes an 8-12 page autobiographical essay in which the student places her learning into the context of her life experiences and gives the committee a brief picture of herself. Next is a section of documentation, in which people who have first-hand knowledge of the student's learning write detailed letters directly to OEP verifying the specific learning outcomes presented in the summary transcript. Certificates, diplomas, military records, etc. are not sufficient documentation to earn a student credit. Original letters of verification must support any credit requested. Finally, a bibliography of the student's important, applicable readings completes the portfolio presentation.

2) The educational rigorousness and soundness of the portfolio preparation course is another key factor in the program's success. The course itself is much more than simply product oriented. Degree planning, programmed writing instruction in varying modes, conceptual skill and problem-solving skill development, learning theory discussion, interpersonal and group com-

munication skill development, and an overview of the higher education system presented by the instructor and representatives of colleges in the area are some of the other critical components built into the 15-week course.

Also, it has become clear that the emotional and intellectual rigorousness of the assessment course produces results less tangible than college credits. Over and over our survey respondents cited the course as very helpful to them in developing and honing the skills necessary for success in subsequent studies. Also, students commended the course for developing organizational skills, problem-solving skills, and learning skills necessary for success in their college and professional careers. Indeed, what is overwhelmingly cited by students as the most valuable outcomes of the course are an increased sense of self-confidence, self-worth, and personal insight. These outcomes are, of course, neither mentioned nor explicitly promoted in class, but are, rather, natural outcomes of the course and the process.

3) Another element in the program's success is the strict emphasis on learning and not experience. OEP awards credit for learning only. Students must clearly and convincingly describe and document the learning they have acquired in their lives in order for credit to be awarded. This strict emphasis has allowed the program to become increasingly respected over the years as the academic community pays closer attention to the makeup and standards of assessment programs and assessed credit.

4) Fourth, because of the noninstitutional bias of the program, we are able to make the separation between whether a specific area of learning is college level and whether or where it fits in a particular institution's program or student's degree plan. This places the decision of whether or where to accept a specific credited area of study where it belongs: with those at the accepting institution who are best able to make those types of decisions: department heads, registrars, etc.

Furthermore, this separation frees the committee members in making their evaluations. They can concentrate solely on the college-level equivalency of the learning and not be burdened with determining where it might fit into their institution or department's program.

Finally, the separation enables students to receive credit for their college-level learning without the restriction of whether one specific college offers courses in that area. This empowers the adult student to pick and choose among colleges that will best accommodate her assessed credit and prepare a plan that best suits her needs.

5) A fifth key element is our assessment-by-committee structure. For each assessment, we convene groups of faculty who work together in reaching their credit decisions. This has proven invaluable to the success of this program for a number of reasons. Assessing experiential learning is a rather unusual and tricky task. To do so in relative isolation without benefit of discussion and input from one's peers compounds the difficulty. Group work enables committee members to work through hesitations, problems, and questions they might have about the validity of assessed credit, the validity of a specific request, or how to approach a specific area of learning in a portfolio. Such group decisions not only strengthen the validity of a credit award, they greatly increase the consistency of

assessment from portfolio to portfolio and committee to committee.

Group work also enables assessors with varying backgrounds to combine their specific and generally wide-ranging areas of expertise in the assessment of individuals' specific and wide-ranging learning. In a group of four committee members, most areas of learning to be evaluated can be fairly well assessed.

Naturally, working with other faculty from institutions around the state gives committee members a much-needed and usually much-welcomed opportunity to meet and participate in discussion with others in their discipline. It gives them a chance to see what is offered at other colleges and to talk about the content, at other institutions, of courses that they teach.

A particularly valuable aspect of utilizing faculty from all the colleges and universities around the state is, of course, the first-hand look at the assessment process and product this provides them. They are involved entirely in the decision-making process. Thus, when our students come to their institutions or their classes with assessed credit, the faculty are aware of the validity of the prerequisite learning and serve as valuable advocates for assessed learning at their individual institutions.

6) The sixth element is the great value in having a practitioner of the discipline as a member of each committee. Practitioners add an insight and perspective on experiential learning often overlooked by pure academicians. Their balancing effect has proven invaluable to reliable and accurate assessments.

The Value of The Program

Our students' reactions to and endeavors since their assessment experiences are our clearest indicators of the value of this program to Vermonters. With that in mind, a two-part questionnaire was developed to elicit feedback from former students who have completed the process. The questionnaire was sent to 454 randomly selected individuals who had completed assessment between 1976 and spring 1983. Seventy (70) questionnaires were returned unopened due to incorrect addresses. A total of 121 questionnaires in varying degrees of completion were received by March 30, 1985, for a 32% return rate.

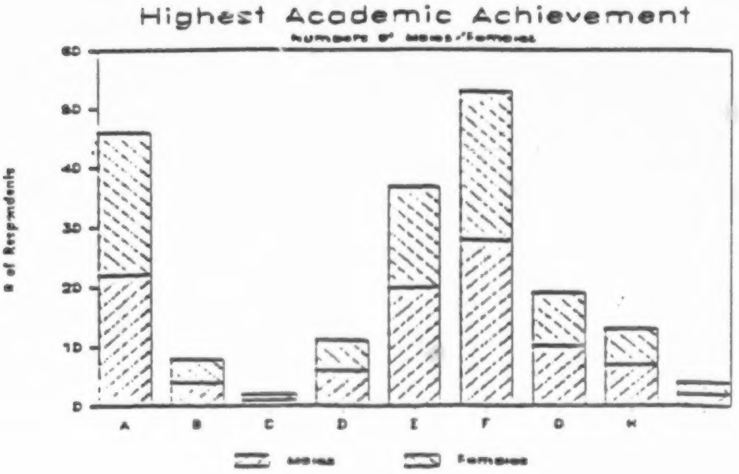
The information garnered from the questionnaire breaks into two major focuses: 1) What has happened to our students since their assessments; and 2) What effect has the process had on students' goals, careers, self-images and self-awareness.

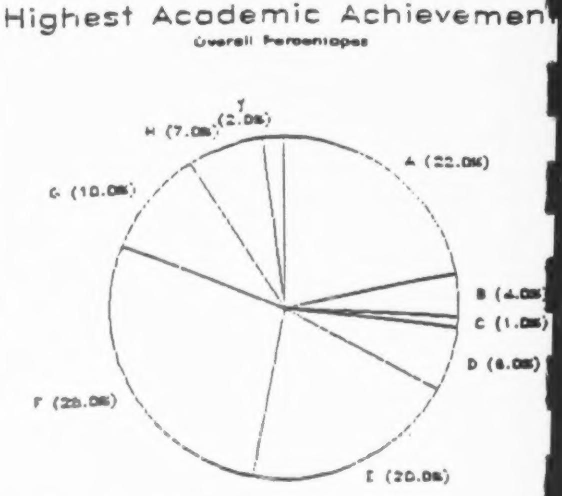
Of the 121 questionnaires returned, 28 (23%) were from males and 93 (77%) from females. The average age for both men and women was 41, and their average credit award was 41.5, 4-5 credits higher than the historical mean for all assessment students. However, the awards ranged from 3 to 117 credits.

Our first focus was on how students did after they were awarded credits. There are several measures of their success, but the first issue was how successful our respondents were in transferring credits. Ninety-three respondents provided information on their attempts to transfer credits.

The average assessment award to those 93 was 48 credits. Of those credits, an average of 39 were accepted by transferring institutions for an overall transfer rate of 82%. Interestingly, while the males were awarded an average of 1 credit more than the females overall, they were able to transfer an average of 8 credits less.

Another measure of achievement is the number and type of degrees and certificates received since assessment. This information is summarized in the graphs below.





A-No Further Education
B-Taking Courses, Not Working on Degree
C-Working on 2-Year Degree
D-Completed 2-Year Degree
E-Working on 4-Year Degree
F-Completed 4-Year Degree
G-Working on Grad. Degree
H-Completed Grad. Degree
I-Received Professional Certification

In total, 89 (74%) of the respondents have received or are working on a degree or advanced certificate. Of these, 56 (46%) have attained at least a four-year degree since taking assessment.

It would be a mistake, however, to assume that the other 26% have somehow failed or dropped out. Some indicated that they were still taking courses though not in a degree program. Many others indicated that the assessment program itself had provided them with enough credit and/or incentive to get a pay raise or a new job. There were several who reported that their pursuit of a degree had been interrupted but not stopped by childbirth or financial constraints

The second part of the questionnaire focused on the program's intellectual and emotional effects on students. This information is much more anecdotal and not easily quantified; however, certain information is accessible. With regard to the various educational skills developed in the course such as writing, study, learning, and conceptual skills, we asked students to indicate the degree to which their development in assessment helped them in subsequent studies. Of 108 responses 16% indicated the course was of little help, 33% felt it was of some help, and 51% indicated it was very helpful to them. Similarly, we asked respondents to indicate the extent to which their assessed prior learning served them as sufficient prerequisite to advanced courses in their classroom learning. Of 97 people responding, 21% felt the learning was less than sufficient, 24% felt it was fairly good as prerequisite, and 55% indicated the assessed learning was quite sufficient as prerequisite to their advanced courses.

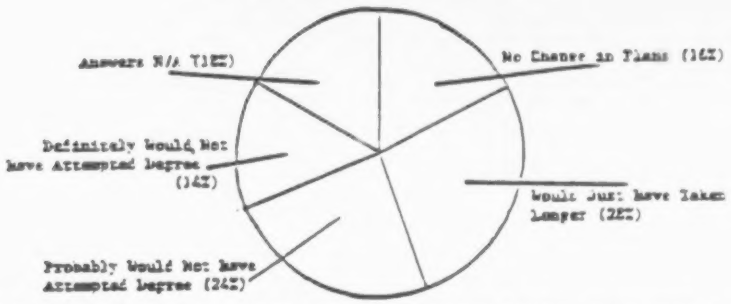
Respondents were asked next to describe in what ways, if any, assessment has affected their careers. The descriptions were wide ranging, but, overall, 17% indicated no direct effect, 15% suggested an indirect, positive effect, while 43% reported direct, positive effects on their careers. Another 10% stated that assessment significantly reduced the time to their finding meaningful employment or helped them clarify career goals.

Students were also asked to describe their assessment experiences' effect on their personal goals, values, or self-awareness. Again, the answers were wide-ranging. Overall, however, 83% of the respondents reported that the program had made a significant, positive difference in these areas and only 7% reported no difference after assessment. The narrative responses ranged from, "It helped me realize I'm not 'just a housewife.' I've learned a lot of skills & I'm really pretty smart and I'm an O.K. person," to "It had no dramatic effect."

Finally, we asked respondents to discuss how their educational opportunities/plans would have changed had assessment not been available to them. Their answers were quite varied but can be categorized as follows:

RESPONDENTS' EDUCATIONAL PLANS

Had Assessment Been Unavailable To Them



It is interesting to note that 38% of the respondents expressed serious doubts about whether they would have continued their education had assessment not been available to them.

The value of the assessment program to Vermont's higher education institutions is also pronounced. Nearly all of the faculty and administrators we interviewed who had had assessment students in their programs and classes were enthusiastic about the students and the program. Most expressed admiration at the high level of motivation assessment students show, as well as satisfaction that the students are placed very accurately in terms of advanced standing in their programs. This is not to say that all faculty are enthusiastic or supportive of the program. At any school are those hesitant or skeptical about assessed prior learning. And the effort to make assessment accepted as a valid indicator of learning and a valid process by which to grant adult students advanced standing in college programs is still a struggle and an ongoing concern. On the other hand, between 90 and 100 faculty per year participate on our assessment committees, indicating a high degree of support for the program from faculty at nearly every school in the state.

The financial benefit to schools is clear. Given the annual income to these schools from those survey respondents indicating that they probably or definitely would not have gone on to school, minus that income lost from those who said they would have gone anyway and those who said it would have just taken longer plus the annual cost to the VSC system for running the assessment program, still the annual net tuition gain to the schools in the VSC system alone is, conservatively, between $40 and $80,000 dollars. This represents roughly an 80 to 150% profit on the assessment program.

The assessment of prior experiential learning is still a relatively new concept and process in higher education. It is still being tested, honed, and improved in Vermont and all over the nation. It is also still under fire from many members of the higher education community across the country. In Vermont the concept and the process have worked well for many years. The benefits to adult students and to the institutions they have attended have been significant. This year marks the end of a decade of assessment in Vermont. It works. We look forward with confidence to the next ten years.

TECHNOLOGY AND THE INTELLECTUAL CONTENT OF GRADUATE PROGRAMMING

William Ammentorp

Suzanne James

Abstract:

The application of technology to graduate programming often centers on computing. This can take the form of direct training in computer science, computer based education and/or computer managed instruction. In an environment where technology is multidimensional and rapidly changing, these applications may severely limit the potential of technology for enhancing graduate study. If technology is to be effectively integrated with graduate education, the intellectual functions of technology must be identified and used to support the acquisition, manipulation, and analysis of instructional content.

This paper explores the use of information science and its associated technologies in support of non-traditional professional training. Analyses of professional behavior are used to derive constructs which describe information utilization by professional practitioners. These are, in turn, related to information technologies to arrive at program scope and sequence structures. Non-traditional programs in health and human service administration and telecommunications management are used to illustrate application of this perspective and its impact on the professional performance of graduates.

Introduction:

Significant changes in the environment of graduate education are setting new requirements for those institutions training students for the professions. Probably the most critical of these trends is the transformation of industrial societies from manufacturing to information economies. (Norman, 1981) This development has altered the structure of organizations and has created new roles and relationships among those who work in them. (Davis, 1984)

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The impact of these developments on the education of professionals has several key dimensions which shape graduate programming. First, professional subject matters are increasingly defined by technology. Engineering has, for example, moved into a new era in which abundant computer power has set the stage for technological development in all fields. (*Electronics*, 1983) Second, information and access to it define professional expertise *and* individual power. This means that information is the central commodity in post industrial societies and that successful professional practice will turn on individual ability to acquire and use specialized knowledge. (Markoff, 1984) Finally, technological change will redefine old professions and create new areas of expertise. The pace and magnitude of these changes put pressure on education to devise new forms of flexible and relevant programming. (Bok, 1984)

Emergence Of The Knowledge Worker:

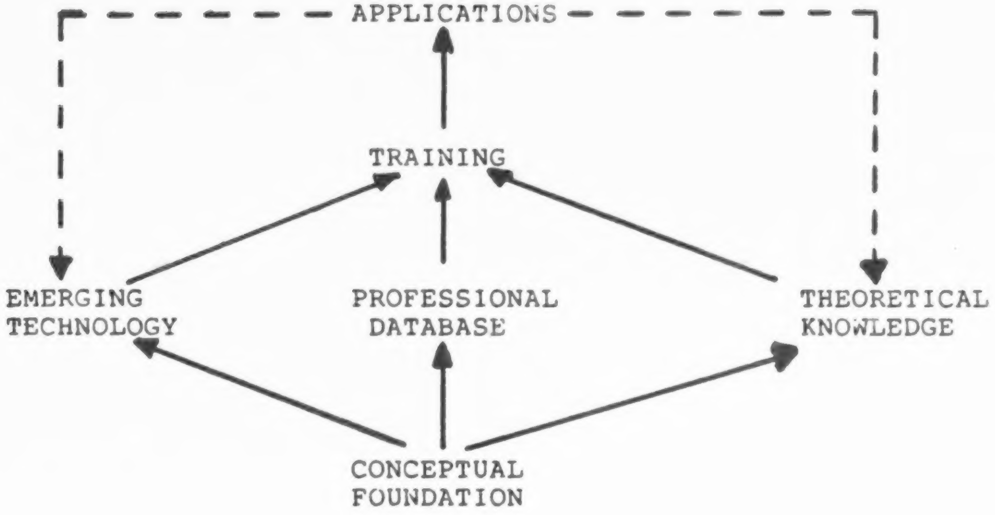
The new professions will be characterized by their dependency on knowledge. In fact, we can begin to see some commonality across professions in the uses made of information. Professionals have become knowledge workers; individuals whose central focus has to do with acquiring, organizing, and utilizing information in a variety of forms.

The emergence of the knowledge worker has been aided by several cost-related trends. For instance, labor costs have accelerated at an average of seven percent per year during the decade 1975-1985 while costs of information technology have been declining. Communications costs have decreased at a ten percent rate, electronics at a rate of twenty percent, and computer memory at an impressive forty percent. (Fronk, 1982) Thus the balance between personnel cost and technology cost has favored rapid development and utilization of information technology in the professions.

The professional knowledge worker is, consequently, one who is in much closer touch with the information base of his/her field. As Figure I suggests, the practicing knowledge worker draws upon the foundations of his/her field in an ongoing dialogue. This Figure also shows how training plays an integrative role in professional uses of knowledge. Through training in information technologies, the practitioner acquires competencies in utilizing databases within his/her field and relating data elements to theoretical knowledge or expertise. At the same time, new field-specific technologies can be applied to problem solving in practice.

FIGURE I

An Information Base
For The Professions



The dotted lines in Figure I point to a critical feature of the new, knowledge based, professions. The professional is now not only a user of knowledge and technology, but a developer who adds to the expertise of the field. This brings the focus of new knowledge generation closer to the practitioner and results in rapid development of new information and understanding.

Implications For Training:

The close link between professional practice and generation of new knowledge and technologies poses a challenge for graduate education. Migration of the research and development function from the university to the practitioner makes it impossible to view higher education as the sole arbiter of expertise. Instead, the university becomes the medium whereby the language and tools of the field are made available to the professional. It takes on the role of organizer of information rather than the owner of knowledge.

Delivery systems for professional training are also required to take non traditional forms in order to provide the integrative function identified in Figure I. The modern delivery system is one which is necessarily technology-rich and closely tied to current practice. The content of its offerings are based on the evolving knowledge structure of the professions. Consequently, courses and seminars are continually changing to address emerging issues and discoveries.

It is also clear that professional training is not a point-in-time engagement between the learner and his/her subject matter. Instead, it is an ongoing committment to using and refining knowledge. This means that practitioners remain in contact with the training function and their work updates the knowledge base and shapes training to the demands of practice.

Experiments In Professional Training:

These concepts have been applied to several graduate programs at Saint Mary's College. Professional training programs in Health and Human Service Administration and Telecommunications Management have been offered to students in a non-traditional format. These programs are interdisciplinary in nature and managed in cooperation with practicing professionals. College experience in offering these programs gives general support to the conclusion that knowledge worker training is different - both in form and content from traditional professional training. The following observations point to key elements of graduate programming which assist in adapting training to modern professional practice.

* Training Partnerships: Knowledge workers in business and human service organizations are a major asset in modern professional training. By utilizing practitioner expertise, colleges and universities can insure that training offerings and timely and relevant. As organizations become increasingly aware of the need for continuous training, it is also possible to form partnerships whereby assets can be pooled to increase program scope and quality.

* Dynamic Subject Matter: The explosive growth of professional knowledge is reflected in data-based subject matters. These take shape in online library systems and a research and development focus in instruction. By addressing important practical problems, trainees acquire a perspective on their knowledge base which promotes continued examination of the field. Trainees also become sensitive to trends in knowledge development so that they are able to anticipate new technologies and capabilities.

* Information Technology: The professional trainee has, in effect, become a knowledge worker. He/she is trained in the uses of information technology as an

intellectual tool; computing is the means whereby knowledge is accessed, applied, and extended. By integrating information technology with the professional work environment, graduate programs insure a smooth transition between training and practice.

As knowledge worker training evolves, the role of information technology expands to bring together the above components into a comprehensive delivery system. In addition to the direct uses of computing technology in teaching and learning, there are applications which aid in extending training to the practitioner. Telecommunications technology coupled with computer-based learning designs make it possible for the college or university to offer basic and advanced training to the practitioner at his/her workstation. These technologies also have the potential for supporting national networks of professionals so that the base of specialized expertise can be shared and enlarged.

Summary:

Major changes in the dimensions of professional work have created a new enviornment for graduate education. This is an environment characterized by rapid change; one where traditional educational programming is outmoded. The new delivery systems which must necessarily emerge are dynamic, non-traditional arrangements in which skilled practitioners become mentors to those in training. These systems are also closely tied to business and service organizations in a way that makes education a central component of organization life.

In these new structures, information technology is the medium whereby knowledge is stored, analyzed, and communicated. Computing and telecommunications technology make up the basic toolkit for the professions, enabling the knowledge worker to extend his/her professional capacity through interaction with the field.

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AEGIS -- A CASE STUDY OF A NON-TRADITIONAL PROGRAM AT THE DOCTORAL LEVEL

Barbara A. Bauer, Ed.D.

The Adult Education Guided Independent Study (AEGIS) program is an experimental instructional format alternative to the traditional doctoral program in the Adult and Continuing Education specialization in the Department of Higher and Adult Education at Teachers College, Columbia University. In existence since 1981, it is a very new option to the fifty-year-old traditional program which was the first doctoral program of its kind. The AEGIS program was conceived by Dr. Jack Mezirow, Professor of Adult and Continuing Education, and coordinator of that field of study at Teachers College.

In the years preceding the program's inception, higher education in general had been experiencing the "quiet revolution" of older learners returning to the nation's college and university campuses (Apps, 1981). The response of these institutions varied. While some put forth bold new programs using non-traditional methods for instructional delivery to mature adults (Cross, 1981), most continued to "funnel older students into the same old framework (Winn, 1980, p. 687). The situation prompted Arthur Chickering to warn against the "growing gaps between the rhetoric and reality of our instituions" (1980, p.3).

At Teachers College, under the leadership of President Lawrence Cremin, faculty committees were investigating alternative methods of delivering quality education to doctoral students who, since the mid-1970's, constituted over 50% of its enrollment.

It was in this broader context that Professor Mezirow cogitated upon the needs of the learners, the needs of the institution, and his own philosophy of adult education. Being in the unique position of being able to combine the theory and principles of adult education in his academic specialization with their actual practice in higher education, he came up with an experimental format for doctoral study in adult education. He submitted a program proposal which was approved by the Academic Dean and the College Ed.D. Committee in the Spring of 1981.

The proposal described a program designed for a particular student clientele of senior professionals in program development or administration of adult education, staff development or training who wished to earn a doctorate in two to three years without having to relinquish their fulltime employment or change locations in order to attend Teachers College. The proposal included:

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--an educational rationale relating the movement in the field of adult education toward the expanded use of learning contracts and guided independent study as a means of facilitating greater self-directed learning;

--a program design outlining distribution of the 45 required credits to be taken at Teachers College, the intention to grade all courses on a Pass/Fail basis, orientation, advisement, certification examination arrangements, and early dissertation planning;

--a projection of the way the program would develop, detailing admissions requirements; a flat-fee tuition structure; procedures for staffing, budgeting, administration, evaluation; and the possibility of exporting the program to other cities; and

--an illustrative two-year program listing courses and attached credits by semester.

The proposal called for a six semester program, involving Saturday seminars once a month and two intensive 3-week summer sessions; advisement by mail, telephone and in person; early dissertation planning and use of learning contracts. Instead of grades, faculty and participants engaged in extensive narrative dialogue on assignments until they measured up to course requirements.

The Focus of the Study. The administrative and academic support system that makes it possible for such a program to exist in the academic infrastructure of a traditional institions of graduate education was the subject addressed in this study.

Methodologies used to accomplish the study were participant observation, documentary analysis and interviewing. The writer, as administrator of the program since the first group was enrolled in the Fall of 1981, had ample opportunity for participation and observation, as well as access to all program and College documents related to the program. Three groups were targeted for interviewing: 1) key College administrators who had most direct contact with the program (i.e., President, former and current academic deans, associate dean, registrar, division director, and former and current department chairmen; 2) AEGIS full-time and part-time faculty and two members of the AEGIS Advisory Committee; and 3) representative participants from each of the first 4 cohorts.

Translating the vision of the AEGIS program into reality required major adaptations in form and delivery, not only in curricular terms, but also in administrative terms. Once-monthly all-day seminars were to become a keystone to the delivery system. Because participants were to be on campus only four times a semester, and because the majority would be coming from outside the immediate area, adaptations were needed in routine campus administrative processes. Because of the group nature of each AEGIS cohort, with all members of each group entering together only in September of each year and continuing together as a group throughout the two years of coursework, certain procedures had to be re-designed to facilitate a good fit between the student and the program, and the student and the group. This required special recruiting and selection strategies, as well as adjustments in administrative and instructional practices.

The program development areas including curriculum, course structure and sequencing, instruction and advisement, personnel and budget are described in detail, as are the program delivery functions of recruitment, admissions, orientation, registration, certification and dissertation advisement as they interface administratively with the larger institution.

Program Development. Both the content and sequencing of AEGIS courses have changed considerably since the first cohort started in the program. This study describes the evolution of all the developmental aspects as follows: early stages, problems encountered, evaluation, procedural changes made, and current status.

Priorities established for curriculum design were: provision of core doctoral courses in adult education and relevant out-of-department courses, the fostering of self-directed learning and critical awareness, opportunities for prior learning assessment, exposure to learning contracts and methods of qualitative research, early dissertation planning, preparation for certification examination, and overall facilitation of rapid progress.

The core courses include: Proseminar in Adult Education, Qualitative Research Methods, How Adults Learn, Organization and Administration of Adult & Continuing Education, Program Development in Adult & Continuing Education, Adult Learning & Education: Theory & Practice, various sections of Directed Dissertation Advisement and Advanced Seminars.

Out-of-department courses are subject to faculty availability, but have usually been on methods of empirical research, the social philosophy of education and adult developmental psychology.

Among the problems encountered and solved was the sequencing of the learning contract activities. In the first year of the program, participants were introduced to prototypic learning contracts in the Proseminar course. In the second semester, they planned and executed two of the four required contracts--one in How Adults Learn, and the other in Organization and Administration. Evaluations rendered by faculty and participants after that semester suggested that participants needed more information on research design and on the relation of the contracts to the dissertation before actually doing the learning contracts. It was also apparent that to expect the participants to write and implement the contracts, as well as keep up with course requirements all within the same semester was unreasonable.

In response to these evaluations, the Advanced Seminar course scheduled for the third semester (summer) was given over to helping participants plan their learning contracts for the remaining two contract courses in the second academic year, which were Program Development and Staff Development.

By the time the second entry groups began the program in the Fall of 1982, more changes related to the learning contracts had occurred. Instead of the two contract courses in the second semester, participants took an adult learning theory and a research methods course. The methods course assisted them in planning and developing all four learning contracts for the contract courses, all of which were moved into the second year. Two faculty members worked separately with the two groups in this activity. With this arrangement, participant workload for the contract courses would be reduced to implementing the contracts and doing the coursework.

Again, evaluations suggested the need for more changes. Overlap was identified between the last two contract courses: program and staff development. In response, the staff development course was dropped from the core courses, and only three contract courses were retained. Also, problems arose in working with the contracts in the core courses because of the fact that the faculty members who facilitated the planning of the contracts and approved them were not the same persons who taught the contract courses. To remedy this situation, the contract planning was moved to the third semester (summer), and the instructor for each contract course met separately with the participants in order to help plan and to approve the final contract instrument.

One further refinement was added to the learning contract process with the second entry groups to forestall the contracts from becoming too vocationally oriented. This was accomplished by redesigning the format of the contracts to require the inclusion of a critical review of the literature pertinent to each contract course.

Program Delivery. Special arrangements had to be made to accommodate these functions because participants came on campus only once a month during Fall and Spring and were unable to stand in the customary lines and visit College offices which were closed on Saturdays. Therefore, registration materials were initially filled out by AEGIS staff and carried to the Registrar's office for processing. While this served well for the first two years, by the third year, the staff was handwriting forms for over sixty individual registrations. Meetings were held and a new process was worked out in which participants would fill out their own materials at a group registration session run by the program administrator. This considerably streamlined the operation.

Special billing and payment procedures had to be worked out with the Bursar's office. We tried advanced payment so that participants would be paid up before they were registered for courses, but that put an unnecessary financial burden on them. A better system was set up so that payment could be made simultaneously with registration at the first session of each semester.

Functions pertaining to doctoral status and certification also needed tailoring to fit our program. Course program plans, required from each doctoral student, were usually filled out by the student with help from an advisor. Since AEGIS participants formed a cohort and did not have an assigned advisor, except for the dissertation, this requirement could not be fulfilled in the regular fashion. After filling them out in the AEGIS office the first year, it became obvious that this function too would be better accomplished at a group business session. With the use of transparencies and detailed instructions, the plans are filled out at a group session in the second semester in about 15-20 minutes, and are then submitted for approval by the AEGIS office to the Doctoral Studies office. A discrete certification examination date was also set up for AEGIS participants, outside the regular calendar observed by the Office of Doctoral Studies. It then fell to the AEGIS office to provide examination materials and proctors for this activity, as well as to coordinate the reading and rating of the exams, all of which was usually done by the Doctoral Studies office or the Department.

Other services include dissertation defense scheduling, parking, early textbook ordering at the bookstore, keeping a master calendar which tracks all the administrative and academic processes according to cohort and semester, and the enforcement of special AEGIS policies and procedures.

Findings. With the AEGIS program entering its fifth year of operation, it has now admitted six cohorts of doctoral participants. Evaluations elicited from participants, faculty and College personnel, describe AEGIS as a quality program of doctoral study in adult and continuing education that is meeting the special needs of a particular clientele, and is fulfilling its major objectives. The program has continued to attract senior adult education professionals who are willing to work in this non-traditional mode. The usefulness of learning contracts in planning and executing dissertation projects has been illustrated. The attempt to maximize self-directed learning opportunities within a more rigid curricular structure has proven to be effective. This particular feature of the program has been discussed in a chapter in a recent New Directions for Continuing Education book (Bauer, 1985). In addition to taking increasing control of planning their own learning experiences, participants have also sharpened their skills of critical analysis by examining current theory and practice in adult education. The support services continue to effectively interface with other College offices in matters of admissions, registration, certification and doctoral status.

Along with the recognition of basic goals accomplishment, has come the realization of the toll the program takes. The intensity that the process has demanded from all persons directly involved cannot be overstated. The adult participants have not been able to put the rest of their lives on hold while meeting the strict deadlines of course requirements. Faculty labor under burdens over and above normal teaching/research responsibilities:

collaborative planning and refining of the curriculum, policies and instructional methodologies, more intense advisement by phone and mail and facilitating the process of participants meeting course deadlines by immediate critique and turn-around of assignments. This increased program development activity has no positive impact upon the bids of junior faculty for tenure, since at this time, criteria for granting tenure do not recognize it as a primary mode of service to the institution (Bauer, 1985).

The backlog of dissertation advisement has necessitated the use of more adjunct faculty in this particular process. More attention is being given to ways of helping participants towards continued and steady progress in completion of their dissertations once they have finished their coursework.

Also problematic is the relationship of AEGIS to the regular campus program in adult and continuing education. While there has been no reduction in the enrolled regular students, they have expressed dismay at what they view as more and special attention being given to AEGIS participants.

Recommendations. On the basis of the study, recommendations were made for the program itself, for Teachers College and for other grduate schools of education interested in replicating or adapting an AEGIS-type program. Program concerns include consideration of the new administrative and faculty roles generated by the program, new areas for support services and activities, refinement of initial screening process, orientation of adjunct faculty, and expansion of the program. Institutional concerns center around the need to examine policies that affect students' progress through the stages of graduate study (e.g., relevance of letter grades, certification examinations, flexibility of office opening, etc.); and extend to budgetary priority for innovative program development, consideration to faculty in the way of decreased courseload and recognition of program development activities in the tenure process, and preparation and utilization of professors from other departments as guest faculty.

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DEVELOPING GRADUATE NON-TRADITIONAL PROGRAMS

Dori Beeks

The Instant Replay Program is a project designed to serve the distant learner and was developed in 1978-79 by Dr. Bert Kersh, Professor of Psychology and former Dean of Faculty at Western Oregon State College. Dr. Kersh had the support of Title I funds allocated by the Oregon Educational Coordinating Commission. The program involves recording classroom sessions of selected courses on video tapes. Copies of the tapes are then sent to pre-arranged centers located in educational service districts, county school offices, community college facilities and libraries throughout the state where they may be viewed by the student. Each student receives printed materials and other intructions from the professor. Written assignments are required as well as written examinations. Most of the courses offered are exactly as recorded in the classroom. Materials for the courses have been edited to adapt the course format for use of the distant learner.

The original intent of the project was to involve other state institutions as participants in inter-institutional and inter-regional course scheduling and course distribution agreements. A set of guidelines was developed to meet the objective of a network of institution and user groups but the fiscal crisis in Oregon in 1980 precluded a wide scale implementation of the network and with the exception of serving as a model at Oregon Institute of Technology, Eastern Oregon State College and University of Oregon Health Science School of Nursing, where similar efforts were started, the WOSC system has not been duplicated. The grant support ended and institutional support was withdrawn in 1981 when the administration determined to continue the Instant Replay Program on a self-sustaining basis and it was housed in the Division of Continuing Education.

The purpose of the Instant Replay program is to provide a distant learner approach for the delivery of regular college course work throughout the state of Oregon to adults who are not adequately served by current educational offerings and is mainly designed for teachers and other professionals whose work routines do not allow access to traditionally scheduled college courses. The courses selected are drawn from upper division and graduate

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offerings of Western Oregon State College which can be completed without access to specialized library resources.

All the 400G and 500 level courses offered are acceptable toward meeting the requirements of Western's Master's Degree program. Some of the courses offered are acceptable toward the Basic Handicapped Learner endorsement, Standard Speech Impaired endorsement, the Basic Reading endorsement and the Basic Severely Handicapped endorsement.

Other upper division level courses in Social Science, Creative Arts and Math/Natural Science meet the Liberal Arts Core Curriculum requirements.

In summary, the objectives of the program are to: (1) allow students to schedule courses at convenient times, (2) provide courses which meet certain requirements for degrees and teaching certificates, (3) reduce the total cost of educational service by reducing the commuting expenses, (4) offer courses which are synchronized with regular summer session schedules so that the total time for degree or certification completion is reduced, and (5) offer these opportunities in remote geographic areas of the state to students who reside in areas where other programs are not accessible.

Viewing sites for the targeted group of students are established on college campuses, community colleges, educational service districts, libraries and other conveniently located and well staffed community centers throughout the state. Presently, we have 46 sites established as indicated on the map attached as Exhibit A.

Each center has a coordinator who oversees the equipment and schedules viewing sessions at the convenience of the student involved at that site.

The Instant Replay student body is widely dispersed geographically and the average students enrolled per site in the 1984-85 year was 4.41, with 8 sites enrolling only one student. It is clear that the program serves a population of students who could not be served by conventional methods of extended campus offerings. The courses offered by Instant Replay are taped live on the Western Oregon State College campus. Lectures, question-and-answer sessions, slides, films and special presentations are recorded. Video tapes are then duplicated and sent to the centers in the Instant Replay system each week.

Each student, in addition to viewing the tapes weekly, receives text, course outline and other printed materials and examinations related to the course. After each student has viewed the tape of a particular week, those tapes are returned to the college and used again. Since the viewing of the video tapes occurs after the live tapes are made, Instant Replay students complete a course and have grades assigned in the following quarter. The recording, the duplicating of the tapes and the distribution process could not be accomplished without a strong Educational Media Department. On our Western campus, Dr. Claude Smith, the Director of Educational Media Services, and his staff have played a significant role in our ability to offer the Instant Replay program.

Regarding the quality of the program, the accrediting association representatives have not viewed the Instant Replay program to be such a substantial change from Western's regular course offerings as to warrant a special program review. Remember, we are filming our regular professors on campus as they conduct regularly scheduled courses in the classroom. The student is receiving the same treatment as a campus student in every way except that which defines the Instant Replay course. Dr. Kersh, in 1979-80 and again in 1980-81, compared the grades of the campus students with those of the Instant Replay students. That comparison was made at the end of the second year using the grades of the students in ten high enrollment graduate courses in Education and Psychology. The courses were completed by students during Winter and Spring terms of 1979-80 and the grades of the Instant Replay students were judged to be the same as they would have earned in the same course taken in a conventional manner on campus. We have analyzed the students' achievement for the academic year 1984-85 comparing Instant Replay students to the on campus, in-class students and have found no significant differences.

The cost for offering the Instant Replay program is high, primarily due to low enrollment at some of the sites. I have prepared a table using some of the course offerings during our current academic year to illustrate this point. The direct costs include the salary of faculty (the faculty is paid on a graduated scale that ties to the total number of students enrolled in the course), the cost of production, duplicating and delivering the video tapes, the cost of promotional materials, postage and payments to site coordinators.

The net cost does not reflect administrative expense, the charge for indirect overhead that is assessed by the institution to our Division, or the depreciation reserve for the replacement of equipment.

INSTANT REPLAY 1984-85

Course	Students Enrolled	Viewing Sites	Tuition Income	Direct Costs	Net Income
A310 "American Art History"	5	3	612	860	[248]
A 311 "Modern Art History"	3	3	378	516	[138]
Anth 312 "Cultural Anthropology"	1	1	112	172	[60]
Anth 463G "Culture and Education"	3	2	572	516	56
Ed 462G "Encouraging the Discouraged Child"	37	18	7,438	6,364	1,074
Ed 510 "Skills and Techniques of Supervision"	26	16	6,089	4,472	1,617
Hst 481G "U.S. in the 20th Century"	3	2	448	516	[68]
Hst 482G "U.S. in the 20th Century"	9	7	1,692	1,548	144
SpEd 422G "Diag. and Pres. in Basic Skills for the HL"	8	5	1,478	1,376	102
SpEd 470G "Education of the Exceptional Child"	8	7	1,505	1,376	129
SpEd 489G "Alternative Curriculum & Organizational Patterns"	10	9	1,835	1,720	115
SpEd 518 "Managing Classroom Behavior of HL"	15	9	3,514	2,580	934
TOTAL	128	82	$25,673	$22,016	3,657

As you can see from the table, higher enrollment courses are sustaining the minimal enrollment sites. But, as a practical matter, the program is not fully self-sustaining and in fact were we to consider the indirect cost, it would indicate a loss. However, in our plans for the future, we are attempting to correct this so that the program will, indeed, carry itself.

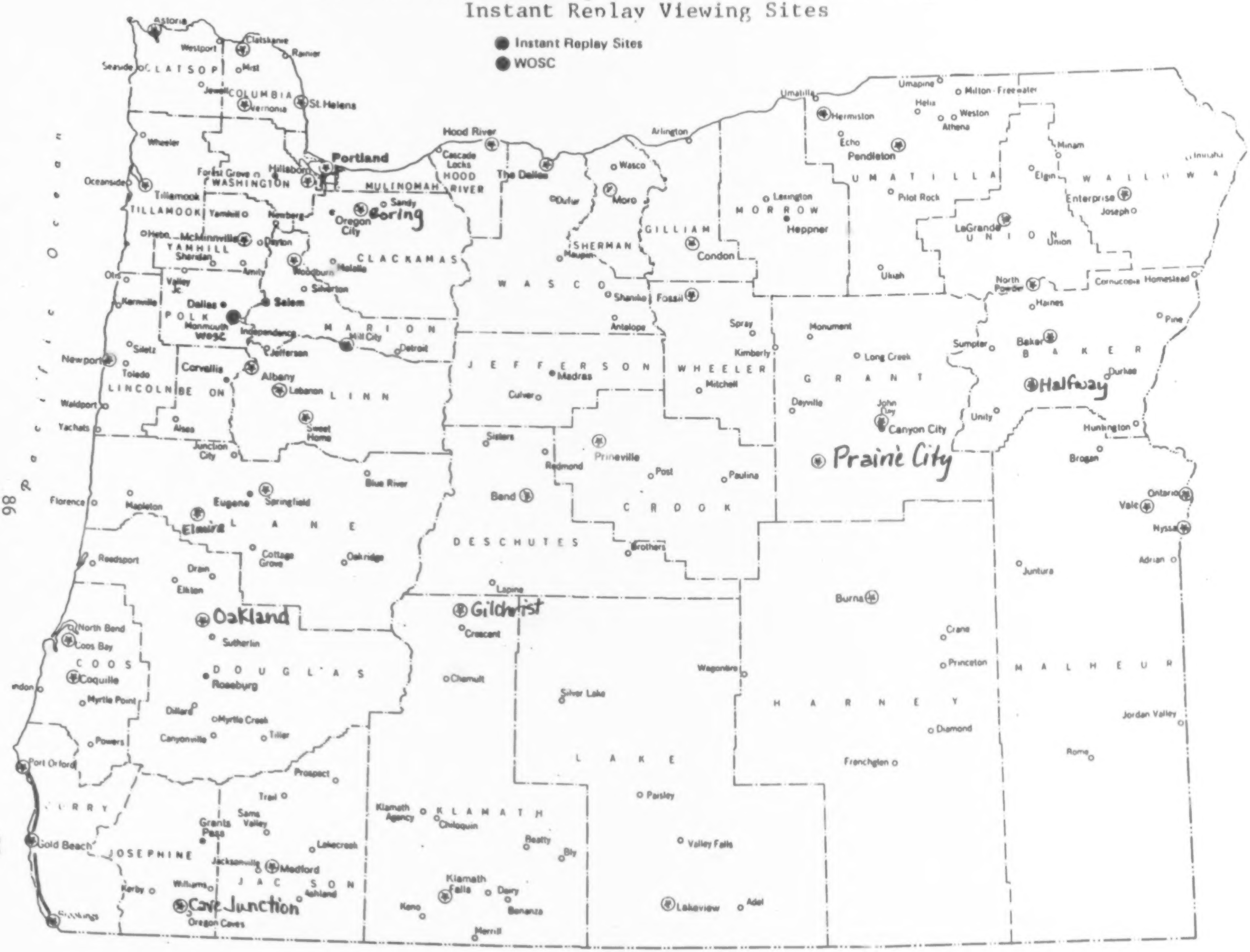
Some shortcomings of the program are: (1) the courses we videotape are substantially limited to those that do not require student services such as an extensive library, laboratories and instructional support facilities; (2) the courses we select for the Instant Replay program are sometimes little more than "talking heads" because to date we have been unable to invest in video equipment which would allow us to leave our small recording studio and get out and into other learning environments on campus such as laboratory settings (we are presently seeking grant funding to enable us to purchase equipment to that end); (3) because filming an Instant Replay course entails more effort and an earnest desire on the part of faculty to deal with the technical aspects of the media, some members of the faculty have not been interested in participating in the program; and (4) I believe that the students would prefer a live professor and the classroom participation with other students over the Instant Replay program; however, given the situation of being a distant learner and the lack of accessibility, this program serves many students, and while it is not the type of instructional program that is for everyone, we feel confident that it is an effective, quality program that does meet the needs of many students.

This summer we have employed some faculty to revise their curriculum and develop their courses using the computer and films in such a way as to produce a more interesting and effective presentation of their courses.

We have recently entered into an agreement with Madeline Long, Project Director of FIPSE and Long Island University, to offer a THA-MASTER Math Certification program in Oregon. We will be filming 60 half-hour tapes dealing with Calculus Theory. We plan to combine those tapes with the live professor at targeted sites around the state. The students will view the theory on the video tapes and then the professor will be scheduled to teach the problem solving part of the Math Certification courses to teachers who are working in the school districts in some of the remote areas. In addition, we are working on a new, special orientation program that will be designed for the Instant Replay student. This will help us provide more continuity in our instructions to the students at the established sites.

The program has experienced setbacks since its inception by Dr. Bert Kersh. Perhaps the greatest setback was the decision in 1981 that the program be totally self-sustaining and in fact the most frequent question I am asked about the program relates to the cost relative to the number of students served. I think those of us in continuing education trying to serve students in remote areas will continue to be faced with that question. As for me, I am grateful to have the support of my administration and colleagues at Western Oregon State College and I happily accept the challenge to provide educational options to those unique students. I continue to believe that it is a worthwhile endeavor.

Western Oregon State College
Division of Continuing Education and Summer Programs
Instant Replay Viewing Sites



● Instant Replay Sites
● WOSC
Pacific Ocean
Astoria
Clatskanie
Rainier
Westport
Seaside
CLATSOP
Mist
Jewell
COLUMBIA
Vernonia
St. Helens
Wheeler
Forest Grove
Hillsboro
Portland
WASHINGTON
MULTNOMAH
Oceanside
Tillamook
TILLAMOOK
Yamhill
Newberg
Sandy
Oregon City
Goring
Hebo
McMinnville
YAMHILL
Sheridan
Dayton
Amity
Woodburn
Molalla
CLACKAMAS
Otis
Valley Jc
Silverton
Kernville
Dallas
Salem
POLK
Monmouth
WOSC
Independence
MARION
Mill City
Detroit
Siletz
Jefferson
Newport
Toledo
Corvallis
Albany
BENTON
Lebanon
LINCOLN
LINN
Waldport
Alsea
Sweet Home
Yachats
Junction City
Blue River
Florence
Mapleton
Eugene
Springfield
Elmira
LANE
Reedsport
Drain
Cottage Grove
Oakridge
Elkton
Oakland
North Bend
Sutherlin
Coos Bay
COOS
DOUGLAS
Coquille
Roseburg
Bandon
Myrtle Point
Dillard
Myrtle Creek
Canyonville
Tiller
Powers
Prospect
Port Orford
CURRY
Trail
Grants Pass
Sams Valley
Gold Beach
JOSEPHINE
Lakecreek
Jacksonville
Medford
JACKSON
Kerby
Williams
Ashland
Cave Junction
Oregon Caves
Brookings
Hood River
Cascade Locks
HOOD RIVER
The Dalles
Dufur
Wasco
Moro
Arlington
SHERMAN
Maupin
GILLIAM
Condon
WASCO
Shaniko
Fossil
Antelope
Spray
Kimberly
JEFFERSON
Madras
WHEELER
Mitchell
Culver
Sisters
Redmond
Prineville
Post
Paulina
Bend
CROOK
DESCHUTES
Brothers
Lapine
Gilchrist
Crescent
Chemult
Silver Lake
Wagontire
LAKE
Klamath Agency
Chiloquin
KLAMATH
Beatty
Bly
Paisley
Valley Falls
Klamath Falls
Dairy
Bonanza
Keno
Merrill
Lakeview
Adel
Umatilla
Hermiston
Echo
Pendleton
UMATILLA
Umapine
Milton-Freewater
Helix
Weston
Athena
Pilot Rock
Lexington
MORROW
Heppner
Ukiah
Minam
Elgin
WALLOWA
Imnaha
Enterprise
Joseph
LaGrande
UNION
Union
North Powder
Cornucopia
Homestead
Haines
Pine
Monument
Long Creek
GRANT
Sumpter
Baker
BAKER
Halfway
Durkee
Dayville
John Day
Canyon City
Unity
Huntington
Prairie City
Brogan
Ontario
Vale
Nyssa
Adrian
Juntura
Burns
Crane
Princeton
HARNEY
Diamond
Frenchglen
MALHEUR
Jordan Valley
Rome

Revised 5/31/85

Exhibit 94

MARKETING TELECONFERENCE CONSORTIUM
AN INNOVATIVE APPROACH TO GRADUATE EDUCATION

Raymond P. Fisk and Lana G. Ivy

Background

Extending education programs beyond Oklahoma State University's (OSU) campus is an integral part of its academic mission. With the completion of OSU's new Telecommunications Center in 1983, the delivery of academic programs to constituents has increased dramatically due to the Center's capability to uplink and downlink programs via satellite. The Center, the brainchild of a 1980 steering committee formed to examine off-campus programs, is phase one of a three-phase institutional project. Four years ago OSU aired only two teleconferences. More than 200 programs are scheduled to be aired by OSU during the upcoming year.

In the fall of 1983, the College of Business Administration at Oklahoma State University began planning its entry into national educational teleconferencing. As its first teleconference activity, the College of Business Administration developed a live two-hour video conference on "Trends in Marketing Theory Development." The program was telecast from the campus of OSU in Stillwater and the site of the American Marketing Association (AMA) Winter Educators' Conference in Fort Lauderdale, Florida. Held on February 21, 1984, the program featured interviews with key AMA officials, a panel discussion with marketing theory scholars attending the conference, a discussion of teleconference opportunities in higher education, and a question-and-answer period. Program content focused on theory development as it related to marketing management, consumer behavior, marketing research, macromarketing, and metatheory.

The Marketing Theory teleconference was promoted directly to marketing departments at numerous universities throughout the United States and was also made available through the National University Teleconference Network to its member institutions. Over 1,000 faculty, students, and business leaders throughout the country at 54 institutions of higher

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learning in 30 states participated in the teleconference. This was the largest audience on university campuses to receive a video conference directed specifically at faculty and students.

Two primary objectives were met by the program. First, it gave faculty and students around the country who could not attend the Florida conference an opportunity to share in the educational experience. Second, the presentation clearly demonstrated the power of telecommunications technology to enhance scholarly exchanges within the educational community and significantly broadened student and faculty understanding of an alternative mode of communication. The overall reaction of faculty and students at the participating universities was very positive and a number of major universities expressed a willingness to take an active role in future telecommunications projects initiated by Oklahoma State University.

The Marketing Teleconference Consortium

The success of the Marketing Theory teleconference led to the creation of the Marketing Teleconference Consortium in August, 1984. The MTC is a consortium of major universities throughout the country who share audio and video conferences on selected marketing topics. The consortium was formed under the initiative of Oklahoma State University's Department of Marketing and the Office of Business Extension, both in the College of Business Administration. Consortium members include the University of Alabama, University of Kentucky, Michigan State University, University of Nebraska at Lincoln, The Ohio State University, Oklahoma State University, University of Washington, and the University of Wisconsin-Madison. Membership is restricted to major universities with doctoral programs in marketing. Programs are targeted primarily at marketing faculty and marketing doctoral and masters students. Video conferences are scheduled with a frequency of one per semester and are open to all interested universities. They are promoted directly to marketing departments at numerous universities throughout the United States, appropriate businesses, and are made available through the National University Teleconference Network to its member institutions. Two or three audio conferences are also scheduled each semester and involve the consortium member schools only.

Rationale

Academic departments, as local centers of specialized knowledge, have relatively limited communication with their academic colleagues across the nation and the world. In addition, it is frequently difficult and/or prohibitively expensive for many academic departments to bring nationally-known speakers to campus to speak to their faculty and graduate students.

The Marketing Teleconference Consortium is a innovative endeavor in higher education. Most universities have made little use of teleconferencing internally and have done little to foster teleconferencing external to their universities. As a new communications alternative, teleconferencing offers academia a highly dynamic opportunity to interactively exchange knowledge with the relatively few people in the world that share the same specialized interests. Furthermore, an educational teleconference makes it possible for speakers to simultaneously address small, geographically dispersed audiences that are rather large in the aggregate with only minimal personal travel requirements.

Programming

Programming ideas are sought from MTC schools each semester. After ideas are solicited, each school is asked to evaluate the programming ideas received from other schools. The resulting set of programming ideas is of interest to and can be supported by MTC schools.

During the past year, the Marketing Teleconference Consortium sponsored two very successful, live, nationwide video teleconferences in which over 2,000 individuals in over fifty different locations across the country participated. These programs were developed by the College of Business Administration's (CBA) Department of Marketing with administrative support and funding provided by the CBA's Office of Business Extension.

The MTC's first sponsored teleconference entitled "Achieving Excellence in Services Marketing" was held on October 2, 1984. The American Marketing Association (AMA) co-sponsored the program. The teleconference emanated from the Oklahoma State University Telecommunications Center in Stillwater and the Merrill Lynch Corporation Teleconference Studio in New York City. It included taped remarks from three business executives who spoke at the AMA Services Marketing Conference in September and live commentary from two marketing academicians. The program was telecast to over 50 institutions of higher education in 33 states and was viewed by an estimated 1,000 marketing faculty and students.

The MTC's second teleconference entitled, "Sales Management Theory and Practice: A State-of-the-art Review" was held March 20, 1985. The teleconference emanated from Oklahoma State University and the University of Wisconsin-Madison. Sales management scholars examined the state-of-the-art in sales management literature, explored insights from the contingency approach to personal selling, and analyzed the use of artificial intelligence software. The conference was broadcast to 54 sites nationwide and an audience of over 2,000 students, faculty, and business executives participated.

The MTC held five audio conferences during the past academic year. For the first audio conference, Larry Harris, Teletraining Staff Manager of AT&T Communications, presented the "Marketing Uses of Audio Conferencing and the Marketing of Audio Conferencing." Because the consortium members are marketing departments and this was the first time for many to participate in an audio conference, this topic was particularly appropriate. The following audio conferences centered on the Marketing Journals Forum idea in which audio conferences were based upon current academic topics that had emerged from major marketing journals. These included: (1) a consumer research topic entitled "Assessing the Black Box: When is a Duck a Duck?" in which guest faculty from Northwestern University and the University of Florida debated the topic, (2) a debate about the Industrial/Consumer Goods Dichotomy?" in which marketing faculty from the University of Nebraska, The Pennsylvania State University, and Virginia Tech participated, and (3) a discussion of a very controversial and contemporary marketing and public policy issue entitled "Research Issues in Assessing the Effects of Wine and Beer Advertising on Alcohol Consumption and Abuse." Discussants included faculty from Florida State University and Northeastern University. A combined audience of over 380 marketing faculty and students participated in these audio conferences. The MTC's last audio conference of the year was a planning conference held to discuss activities for the next academic year.

Promotion

Video Program Promotion

Video programs have been promoted on a nationwide basis to targeted graduate marketing programs at major universities. To reach this target market, direct mail promotion and telemarketing have been used. In addition, Deans in American Assembly of Collegiate Schools of Business institutions have been invited to participate through personal letters of invitation. All previously participating schools are, of course, solicited for repeat participation. News releases are also placed in appropriate marketing journals and newsletters.

Advance Letters. Because brochure development can take from six to ten weeks, personal letters announcing the video program are sent to targeted markets once speakers and program content are confirmed. A reply form is included with this letter. Universities are encouraged to explore underwriting and/or co-sponsorship to cover some or any local costs they may incur as a result of participating in the program.

Program Brochure. The program brochure is co-designed by the Director and Coordinator of the MTC. It consists of speaker information (biographical sketches and pictures), topics to be covered, program format (e.g., dual uplink), technical information, fee information, suggested readings and instruction on how to participate. The brochure is mailed to all targeted markets. Those interested in participating are asked to call the MTC coordinator.

Press Releases. Because the video program topics are marketing related, press releases are submitted to American Marketing Association publications such as the Marketing Educator, the Services Marketing Newsletter, and Marketing News, the most often read publication by marketing educators and practitioners. Advertisements and calendar listings are submitted two months prior to program broadcast. Two weeks prior to the video program, news releases are sent to regional and local newspapers.

Follow-up Telephone Contacts. Telephone calls are made to all individuals or organizations who expressed an interest in the video program but have not confirmed their participation as of two weeks prior to the teleconference.

A university or organization confirms its participation in a video conference by contacting the MTC coordinator. At that time, the coordinator determines what type of facilities will be used, how they became aware of the teleconference, what other group, if any, they are working with to facilitate their participation, and how many people they expect to participate at their site. After this information is collected, a packet of materials is sent. The packet contains program brochures, technical information (i.e., name of satellite, transponder number, trouble number, telephone interaction number, etc.), program evaluation forms, and pre-addressed return envelopes. A cover letter is also enclosed asking the site coordinator to distribute the materials and return the program evaluation forms to the MTC coordinator's office.

Program Evaluation

Telephone Survey

The day following a video program, each participating site is called to determine: 1) the number of individuals viewing all or any portion of the teleconference (i.e., students, faculty, other); 2) if the site incurred any local costs in presenting the teleconference; 3) if the site encountered any technical difficulties; and 4) the nature of the viewing room. These results are tabulated and used by the Marketing Teleconference Consortium in planning and promoting future video programs.

Collect Program Surveys

For video programs, site coordinators are asked to distribute, collect, and return evaluation forms to the MTC headquarters. Each program participant is asked to complete a survey.

Analyze Survey Results

Once program evaluations are returned to the MTC headquarter, results are tabulated and distributed to all members of the consortium. The results of audio program evaluations are sent to the Program Chairperson for the Marketing Teleconference Consortium. These evaluations are used in planning future video and audio programs.

Programming Changes

Programming changes are made based on information gathered during programming stages and the survey results. Because the MTC is a relatively new organization many changes in programming have been implemented. However, programming is expected to become increasingly standardized as teleconferencing experience accumulates.

Future MTC Plans

Several new activities are now being considered for the MTC: 1) Expansion of consortium membership to additional graduate marketing programs at other eligible universities; 2) Development of a corporate membership program with appropriate consortium benefits; 3) Addition of computer conferencing to programming formats; and 4) Formation of an advisory committee to help guide development, delivery and evaluation of programs. Representation on the committee will include four types of members: marketing faculty, telecommunications vendors, telecommunications users from industry, and Deans of Colleges of Business.

Conclusion

As a direct result of the Marketing Theory video conference held in February 1984, the Marketing Teleconference Consortium was formed to offer educational teleconferencing to marketing faculty and students. Hundreds of faculty and students are now sharing in similar educational experiences through participation in Marketing Teleconference Consortium audio and video conferences.

Most business schools are short staffed and can benefit from the knowledge sharing potential of teleconferencing. Marketing faculty involved in the Marketing Teleconference Consortium are able to share the wisdom of scholars and business people from other parts of the nation or the world. These are resource people with whom they might not otherwise have an opportunity to interact.

The College of Business Administration at Oklahoma State University continues to be committed to a leading role in telecommunications--linking education and technology to provide high quality programs for audiences throughout the state and nation. The knowledge sharing potential of teleconferencing is tremendous, and the proliferation of telecommunications technologies has enabled the use of teleconferencing (whether audio, audiographic, video or computer) as a practical business communications tool.

FAMILY ECOLOGY AND THE HOME AS THE CONTEXT FOR STUDYING THE FAMILY: THE PHILOSOPHY AND DESIGN OF A NEW GRADUATE PROGRAM

Donald A. Herrin and Colleen C. Caputo

Our presentation will describe the philosophy and design of a non-traditional and interdisciplinary graduate program for a Master of Sciences Degree in Family Ecology. It was recently proposed by the Department of Family and Consumer Studies from the College of Social and Behavioral Sciences to the Graduate Council at the University of Utah.

INTRODUCTION

The program builds on at least four major concerns about the family that are absent or underemphasized in most other programs that study the family. First, the family be studied with an interdisciplinary focus and awareness that acknowledges the many contexts in which family interaction and development take place. Second, the inclusion of a comprehensive and systematic exposure to current debates on family issues, public policy, and pertinent political institutions and processes as well as learning to analyze, develop, implement, and evaluate social and family policy. Third, the family home, dwelling place, or household be recognized as an important and unique environment that must be conceptualized in a particular way to see and understand its place in the everyday life of the family. And fourth, an organizing metatheory be adopted for studying the family that encompasses and provides for the integration of content issues germane to all of the other concerns.

CENTRAL ASPECTS OF THE PROGRAM

Family Ecology as an Interdisciplinary Organizing Metatheory

The organizing metatheory of the program is ecology as it is applied to the family. Family ecology explicates and investigates the family and its reciprocal, interdependent relationships within the broader contexts of the family's multiple environments (human-constructed, social, economic, political, physical) across a wide spectrum of disciplines,

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issues, and levels of analysis. By its very nature, family ecology is an interdisciplinary perspective that recognizes few discipline boundaries, methodological restrictions, and preconceived cognitive categories. Consequently, members of our faculty with Ph.D.s in business, economics, sociology, and psychology complement other faculty members with degrees in family studies, child and human development, and home economics. Such diversity within our faculty contributes to our capabilities to overlap and interact with faculty in many other disciplines rather than just one or two. This feature of family ecology also expedites the frequent cross-discipline collaborative research efforts within the Department and with faculty in other departments.

Family ecology is not a theory about the influence of a particular variable. Rather it is a synthesizing framework which forces the researcher to explicitly include or exclude variables from all types of environments. Family ecology perceives the family as an active, empowered, reflexive, and creative agent of change in its varied transactions with other institutions and its environments. In contrast to the traditional view of the family where it is continuously being subject to the influence of society and its cultural and economic conditions, in an ecological perspective, the family influences society and its cultural and economic conditions as well as being influenced. Consequently, acquiring an understanding of how the family can influence other institutions and environments as well as how it can be influenced is a major area of inquiry in family ecology.

Home as an Organizing Principle

The program's emphasis on family ecology locates the study and conceptualization of the home and family in a framework that enables the embedded and interconnected relationship between the family and the home to be more accurately seen and understood. The result is a relatively novel conceptual framework for understanding and studying the home and family. Such a focus has little precedence in the academic community. The derived conceptual framework is a synthesis of several traditional theoretical positions with recent feminist research that is readily integrated within family ecology because of its interdisciplinary nature. As an organizing principle of the program, the home is seen as a household, dwelling place, and environment wherein the individuals and families living in it are embedded or nested and interconnected.

The home as an organizing principle and a central focus for the family is explicitly designed to establish the conceptual import of the home as a unique environment characterized by particularistic and shared functions, services, meanings, transactions, rituals, and temporal patterns. This emphasis acknowledges that much of home living is organized and conceptualized differently when the home and not the school or workplace is the major context for conceptualizing the study of the family.

Underlying this focus on the home and family is an emphasis on the importance of services provided in homes and families that are usually devalued, taken for granted, and not seen by others unless the work is not done or the services are not provided as expected. Such services are usually performed in homes and families by individuals (usually women) having the primary or sole responsibilities for nurturing and caring for others. In many homes and families, the individual who performs these services and provides the family with its major source of income are the same individual. This emphasis is designed to help people learn to recognize, value, and understand the central place of these otherwise "invisible" services to maintaining meaningful relationships, insuring continuity in the lives of those served, and providing for meaningful and caring activities in the home, family, and community. These services and how they are provided by those who render them are made visible in a representative and legitimate view of the world only if the services become the central organizing principle for that world view. Such a view for studying the home and family and the environments in which they are embedded does not currently exist in the academic community but is very possible in a family ecological perspective.

The locus of this world view is the position of individuals who see themselves inseparably connected in relations with others who engage their world of experience with creating, preserving, caring, and nurturing as their primary values. In this view of the world, living is typified by interruption, discontinuity, lack of completion, and a constant juggling of attention to other individuals and their different needs, schedules, activities, and preferences. It is carried out in a different mode of organizing consciousness. Similarly, in these contexts of interaction and shared meaning, family resource and home management are reconceptualized more fittingly as the orchestration of homemaking. This conceptualization and synthesis of the home and family makes it possible, using a different perspective, to educate women and men about their interdependence and connectedness with others, their capabilities for providing services for one another, and a number of important ways in which they see aspects of the home in significantly different ways.

Of these aspects, the manner in which time is perceived is one of the most compelling (Cottle, 1976). Men perceive time as something to master, to control, to use, to fill with events, goals, intentions, and expectations. Men are typically future directed and their focus is primarily on ends, outcomes, and that which will be obtained in the future. Women see time as something one lives with and lives in. Time and events are seen as phenomena out of their control. They are accustomed to interference, interruption, and not seeing things finished. Women are primarily present oriented and they are inclined to focus on means, processes, and contexts.

Edward Hall's (1983) recent work on time corroborates Cottle's findings. In Hall's analysis, men are monochronic because they organize their activities to be done one thing at a time in a linear or sequential manner and women are polychronic because they do many things at once or in a simultaneous manner. In today's highly industrialized societies, time is predominantly organized monochronically except in the home where time is polychronically organized (but only for women). Unfortunately, the two time frames do not mix very well. One perceives life and processes information in a linear and sequential pattern and the other perceives life and processes information in a simultaneous manner. The educational and moral philosophies of today's society emphasize the monochronic view. They emphasize goals, objectives, rules, and roles. Many of the stresses and strains of everyday living in the home for women may be accounted for by the disjuncture between their monochronic views of learning and striving and their necessarily polychronic patterns for dealing with their world of experience. The polychronic orientation is invisible in the predominant monochronic orientation. Both orientations can be considered simultaneously in an ecological perspective.

Research on the home environment has only recently come to look at the meaning of the home for women and men and the kinds of interaction that take place in the home. Holahan (1978) found men and women have very different behavioral schemas of their home environments. Saegert (1980, Saegert and Winkel, 1980) obtained similar results in her research. Women view the home as an emotionally significant part of their adulthood while men view the home in terms of its physical features and childhood associations. It has little significance for men as part of their world of experience. She found that such differences between women and men in feelings about the home were greater for couples the more they held to traditional values and beliefs concerning appropriate gender related behaviors. With such differences existing in meanings of the home for men and women, there are many aspects of homes and families that need to be studied. Many of these aspects will need to be approached by combining research efforts from disciplines not typically associated with one another that can come together in family ecology, such as anthropology, human geography, urban planning, and environmental psychology (for some useful examples, see Altman and Werner, 1985; Csikszentmihalyi and Rochberg-Halton, 1981).

Policy as an Organizing Direction

With its emphasis on the dynamics of families and social, economic, political, and natural environments, our family ecology program is centrally concerned with questions about family policy and social policy that has ramifications for the family. In a recent Brookings Institution report, Gilbert Steiner (1981) concluded that the efforts of policy makers in the United States were futile because the policy makers consistently adopted limited and polarized views of policy needs, issues, and those who needed the services. And until a wider range of points of view and sources of information are seriously entertained by policy makers, their policies will continue to be futile. Dolores Hayden's (1984) recent discussion of housing in America provides a useful example of how analyses pulled from architecture, urban planning, economics, history and sociology of the family, and housing policy can combine in compelling and informative ways. Our intention is to focus on policy in an interdisciplinary and synthesizing manner through the family ecological perspective. In this way we will emphasize depth and breadth of analysis and assessment of policy issues, debates, needs, and populations needing assistance.

By combining these important aspects in one program, an otherwise interdisciplinary study of the family is recast at least three times in fundamentally different ways. Relevant knowledge is initially studied in its original context of content-area and discipline and then recast, necessarily, in terms of the ways it informs and is informed by the different disciplines studied, the connectedness of the home and family, the organizing metatheory of family ecology, and family policy. As knowledge moves through the stages of recasting, it must also be recycled again and again through the recasting process because of the ways concerns, questions, and phenomena become visible as the knowledge base develops and accumulates. Particularly significant among these processes and efforts are the opportunities faculty members and graduate students will have to make contributions in their areas that are pioneering and that help in creating a different epistemological and expanded knowledge base for studying the range of subject matter typically associated with family studies, child and family development, family and consumer behavior, and home economics education.

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THE RELATIONSHIP BETWEEN SELECTED TRAITS OF REENTRY STUDENTS AND SUPPORT SYSTEMS IN GRADUATE STUDY

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Higher education, like American society is experiencing an ever increasing rate of change. McLuhan (cited in Jedamus & Peterson, 1982) suggests we are traveling down a super highway at 100 miles per hour with our eyes fixed on the rear view mirror. The American people have been experiencing a series changes. It is becoming painfully obvious that higher education is not immun from this hydra named "Change." One such change seen in universities today is the nature of the clientel. Increasingly, the adult reentry student, one who has been out of organized educational instruction for a period of years, represents a larger proportion of teh study body than does the traditional age student (A. Knowles, 1977; NCES, 1980; NCES, 1981; NCES, 1983). This particular alteration in the student body composition may have significant implication for instruction, faculty advisement, and other support services. These adult students tend to differ from the traditional age students in several ways; (a) they have multiple commitments including family, job, community and schooling (Hughes, 1983; Hameister & Hickey, 1982, (b) they have more life experience which influences their learning (Knox, 1977; Apps, 1981), and (c) they are experiencing different stages of psychological development (Weathersby, 1976; Weathersby & Tarrule, 1980). Are colleges and universities as they currently deliver services prepared to servethe needs of these adult students? Soloman and Gordan (1981) caution,

> "A major issue for institutions of higher educational includes...whether the educational needs of these adult students can be met by institutions originally designed to educate younger students (p. 1)"

In this cadre of learners, the presence or absence of selected personal traits and the nature of faculty advising and other support structures may facilitate (or inhibit) a student's progress in graduate study.

The general purpose of this study is to extend the body of knowledge concerning adults participating in graduate study. More specifically, this study seeks to investigate the role of the faculty advsior and other support services in facilitating movement of the returning adult student through the process of obtaining a graduate degree. The emphasis will not be directed toward academic progress per se since the sample consists of students who are successful. Instead, the main thrust will be

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placed on the degree to which the students' needs are being addressed and how. A corollary thrust is to uncover potential factors within the students' environment which may act as a support system enabling the student tobetter cope with problems inherent in trying to complete a graduate degree program while also meeting the demands of everyday life.

The questions guiding the inquiry consist of two major aspects: needs of reentry students and support services reentry students receive. Questions regarding the first area include the following; what needs do reentry students report, what needs are reflected by trait measures, and which of these needs are also identified by reports of the student's faculty advisor. Relative to the second area questions such as what support services do students receive from their faculty advisors, are these student services congruent with the needs that the advisor reports the student to have, what support services do students receive from other sources (formal and informal), which of the student needs are addressed by the total array of support services, and which of the student needs are currently not being addressed?

A review of the literature concerning adult reentry students in graduate study reveals that the area is one which lacks investigation. The absence of research into the area is also reflected in available data bases such as the United States Bureau of the Census, the National Center for Educational Statistics, the National Council of Graduate Studies, and HEGIS reports. The fact that this type of data comprises a missing data base serves as yet another indicator of the need to study reentry graduate students. If institutions of higher education are to survive they must seek to meet the needs of the clientel they serve.

Students who are returning to formal education after an extended absence, who are adults (as defined by Knowles, 1980), are in good standing, are presently enrolled in the graduate degree program selected for study, have completed a minimum of 25 quarter hours for credit at the institution, and have been assigned a faculty advisor will comprise the population from which a sample will be selected. Systematic random sampling procedures will be used to select the sample such that the sampling error is less than or equal to .05 (Krechie & Morgan, 1972).

The data gathered from students and advisors will be analyzed using both quantitative and qualitative methods in order to address the questions guiding this investigation. To determine the needs associated with the population, traits traditionally associated with successful academic endeavors and also associated with reentry students in graduate will be identified using objective measures. The measures to be used are State-Trait Anxiety questionnaire (Spielberger, Gorsuch, & Lushene, 1970), the Wesley Rigidity Scale (Wesley, 1953), Rotter's Locus of Control Scale (Rotter, 1966). Unobtrusive measures will be used to measure persistence (e.g. number of courses dropped, number of incompletes received, and number of quarters skipped).

Cut scores on each of the selected objective measures will be determined on the basis of literature related to each trait (e.g. If anxiety level (AN) is greater than or equal to 12, let AN=1, else let AN=0). If insufficient literature exists, the natural breaks in distribution of the scores for the particular measures will be used as a cut score. Based on these scores, subjects will be dichotomized for each variable. Using factorial progression, the process will result in eight distinct groups of students. Statistical analyses for each demographic variable will be computed and reported for each group (questions 1a and 1b).

A series of correlation coefficients will be calculated to address questions concerning (a) the relationship between needs identified either by student reports or trait measures and those identified by the faculty advisor of the student (question 1c) and (b) the congruency of needs the advisor reports and the support services s/he renders (question 2e). In addition, results from questionnaires and personal interviews will be analyzed to address questions concerning which student needs are currently being addressed (question 2e).

To address the congruency of support services with needs, the faculty advisor reports the student to have, a Phi coefficient will be run (question 2b). A Chi square procedure will be conducted to determine which identified student needs are addressed by the total array array of support services (both formal and informal).

Data gathered from personal interviews and questionaires willbe subjected to content analysis for further insight into the characteristics and needs of adult reentry students and support systems used.

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DOING TWICE AS MUCH TO GET HALF AS FAR

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On May 1st, 1985, after fifteen months of planning and development, the Master of Arts Program in DePaul University's School for New Learning was approved by the University's Faculty Council. This experimenting program is based upon well-recognized principles of adult learning, as well as on SNL's own twelve years of experience with its undergraduate program. It is designed to offer practicing professionals an opportunity to design an individualized program of professional study specific to their interests and needs, while participating in a series of inter-disciplinary Colloquia which apply the perspectives of the liberal arts to their professional and personal experience.

Soon after we received a three-year planning and implementation grant from the Fund for the Improvement of Postsecondary Education (July, 1984), we began to encounter a series of obstacles to the implementation of our proposed program. Some, like the dissolution and total restructuring of the University's governance structure, were fortuitous. Others, however, seem to have been inherent in the process of attempting to implement a non-traditional program within a traditional educational institution.

Arthur Levine, in his book Why Innovation Fails: The Institutionalization and Termination of Innovation in Higher Education(Albany: State University of New York Press, 1980), describes four steps in the innovation process. The first of these, recognizing the need for change, was based for us on several basic beliefs:

1. That traditional graduate education does not meet the needs of adult students, who bring to the educational process a vast store of professional and personal experience. For education to be meaningful to these adults, it must build on those experiences (see David A. Kolb, Experiential Learning: Experience as the Source of Learning and Development, Englewood Cliffs: Prentice-Hall,Inc.: 1980). 2. That traditional programs of graduate study do not meet the needs of practitioners in many fields where roles and responsibilities are changing or being defined for the first time. For persons in these changing and emerging fields, required courses in established programs often

offer information or skills they do not need or repeat material they already know. 3. That narrowly specific graduate education lacks the perspective on work and its place and purpose in the world which is crucial for effective professional performance in a changing and increasingly ill-defined world.

Merely enunciating these beliefs raised the ire of our colleagues in the University; "We've always taught adults in our professional and evening divisions; what's so special about their needs that can't be met by the approaches we've always used?" "Our professional programs are 'on the cutting edge' in every field...and besides, the MBA is good for everyone." And, "Perspective is not something that can be taught; if they want to study the liberal arts, let them get a degree in English." That is, by suggesting a new program with this untraditional approach to its students and its subject matter, we were seen not as attempting to provide a supplement to existing offerings but as making an implicit and explicit criticism of the shortcomings of other programs.

Levine's second step in the innovation process is planning and formulating the means of satisfying the need for change. To do this, we first obtained outside funding both from FIPSE and from the foundation of a local bank; this allowed us to continue design activities in spite of what might be described as a laissez-faire attitude on the part of the rest of the University. We designed a two-part curriculum to meet the needs of working adults with at least three years of professional experience.One part of the curriculum, the Professional Concentration, is designed by each student with the guidance of a Professional Advisor who is an experienced practitioner in the field. Each student's Professional Concentration, which consists of coursework, independent research and reading, on-the-job projects, and documented prior learning, is therefore individualized to meet his or her own professional needs. Simultaneously, each student becomes part of a Learning Cluster of 15 to 18 graduate students who meet together once a week for work in the Common Curriculum. The Common Curriculum consists of a series of eight Colloquia which use the liberal arts to examine topics and issues which cut across professional and disciplinary lines (eg., ethics for the professional, the mass media, alternative futures and managing change). In creating the Colloquia, we have set aside definitions of the liberal arts which confine us to certain disciplinary traditions because, at least in recent years, these disciplines have been shaped more by research agenda than by real-world application.The Cooloquia use the actual experiences of the students to build a case-studies approach to their topics. Each part of the curriculum is framed by a series of Mastery Criteria and related Mastery Statements which define the skills and perspectives of the "master practitioner." It is the achievement of these skills and abilities, these "competencies," rather than the amassing of subject material, which sets the goals of our program.

Predictably, such an approach, which focuses on "process" rather than on "content," was more than a little suspect in the eyes of the traditional University.Thus, we began a process which Levine calls "diffusion," but which I prefer to think of as " re-education" of some of our colleagues to this approach. Our first step was to involve members of the traditional academic departments in the actual writing of the Mastery Criteria and Mastery Statements. In a series of committee meetings over several months we wrangled with the question of what constitutes an educated person and a competent professional. Can such competences and the processes which develop them be adequately defined apart from subject content? In the end, we wrote seven Professional Mastery Criteria and seven Liberal Learning Mastery Criteria. They look remarkably (and quite accidentally) like the "experiences" recommended by the Association of American Colleges in its report, "Integrity in the College Curriculum," which suggests that, when pushed, all of us can perhaps agree on the basic goals of higher education, even if we may not agree on how to achieve them. In the process of writing the Mastery Criteria we gained a few important "friends of the program" among the traditional faculty. Although some are still openly skeptical that, having identified these skills and competences, we can really teach towards them, they are persuaded enough by this approach at least to let us try.

The most substantial points of conflict arose as we entered Levine's third step, initiating and implementing the program on a trial basis. After fifteen months of design,we submitted to the Faculty Council of the University a 50-page program prospectus and asked for endorsement and permanent status for the program. The first objections were the same ones we'd heard before: how can a program which focuses on "process" rather than "content" guarantee the quality of the education it offers? inter-disciplinary studies are one thing, but what on earth is experiential learning and "reflection-in-action"? In spite of workshop outlines, specific Mastery Criteria and Mastery Statements, and carefully articulated processes for assessment of current and prior performance, the whole idea remained, in the minds of many of our colleagues, vague, slippery,and what one of them described as "squishy."

These objections stemmed not only from genuine intellectual and pedagogical concerns but from other concerns which were not so well articulated. Our heavy reliance on Professional Advisors who are not members of the faculty nor even proper academics but practicing professionals was particularly problematic, as was our prediction that a large proportion of our graduate program faculty would come, as it does for our undergraduate program, from outside the University. Who will guarantee the quality of this as a graduate program if it is not controlled by regular faculty? In the end we agreed that during the pilot phase of the program we will seek at least one-half of our faculty and Academic Mentors from the regular faculty in the traditional disciplines of the University, albeit those with a distinctly inter-disciplinary bent. One result of this experimental phase will be to see if faculty status really does make a difference to the quality of student performance.

It was, in fact, the experimental nature of this program which also raised objections. For all that they hail the experimental quest for knowledge, universities are inherently conservative institutions. Eight hundred years of the study of philosophy, rhetoric, and language make the suggestion that the time has come to transcend the boundaries of these disciplines highly questionable. Moreover, in a world of shrinking resources and decreasing numbers of students, program experiments are seen as too risky; they may attract a few more students, but who knows whom they may alienate? That we are prepared over the life of the grant to gather both qualitative and quantitative data for both formative and summative evaluations, and to be reviewed at the end of the grant period by a panel of outside experts named by the Dean of Faculties, was at once attractive and troubling: attractive because it indicated a possibility for eliminating the program if it did not measure up to University standards ("giving it the boot," said one senior member of the faculty), but troubling because who knows what those "outside experts" might say after prying around in University affairs?

Finally, there was what I believe in some ways to have been the most fundamental of the objections raised. Our program asks, even demands, that students engage actively in the process of their education. With much guidance, to be sure, they themselves define the nature of the programs they undertake. Their interests and experiences frame the questions and concerns of the curriculum. Their participation defines the very procedures by which the program will operate. We ask them to engage their studies, their faculty, and themselves in a passionate process of struggle and growth, rather than in the cool, platonic, logical processes of inquiry by which most of us were trained. If we do our job right, and they do theirs, the lines which divide the disciplines and the professions will blur and perhaps even fall away; but where does that leave those among us who think of ourselves as historians, sociologists, and political scientists?

In August, 1987, the end of the FIPSE grant period, we will enter into Levine's fourth step, institutionalizing our program. Between now and then, we have a lot of work to do. Obviously, we have the responsibility of developing a sound graduate program which meets the needs of our students well. We also have a research agenda which includes issues of adult development, experiential learning, and the place of the liberal arts in professional education. But we also have institutional work to do to guarantee the place and the integrity of this graduate program among the other graduate offerings at DePaul. It is during this stage, which has not been given much attention in the research, that innovations are often transformed or die. The danger of this is particularly great in cases like ours, where the perceived goals, norms, and values of the program differ in some dramatic ways from those of the University as a whole. Still, we believe that we hold one primary purpose in common: to provide a quality education to various kinds of students in an ever-changing society and world. It will be our task over the next two years to assure our colleagues that, while we may differ in approach, philosophy, and pedagogical style, we aim towards the same ultimate goals: a high-quality, relevant education for our students, an experimental search for knowledge, and an educated citizenry.

CURRICULUMS OF EXECUTIVE EDUCATION PROGRAMS AT UNIVERSITIES ACCREDITED BY THE AACSB AT GRADUATE LEVEL

Fred Maidment

In higher education, great attention is being paid to the decline in college enrollment and to the fact that financial support for post-secondary education has been reduced in both the public and private sectors. There is one area of post-secondary education, however, which has experienced growth over the past several years and is expected, generally, to continue to grow for the foreseeable future--executive education (Maeroff 1979).

Significance and Deliminations of the Study

Many large universities are engaged in executive education programs. Executive education programs are important to the university for five reasons: (a) they help establish and maintain contacts with the corporate world; (b) they give faculty exposure to business; (c) they assist the university in faculty development; (d) they operate at a profit; and (e) they enhance the reputation of the university among a potentially large source of financial support. The study addresses the curriculum of programs as have been developed for executives by the 207 universities which offer graduate degrees in business and are accredited by the AACSB.

Overview of the Literature of Executive Education

The literature on university-based executive education programs can be found in two sources: (1) the literature on training and development in industry; and (2) the literature on continuing education.

The first category was taken from corporate literature. This literature was essentially "how to" in nature and often was concerned with the problems associated with training people inside the corporation.

There has been increasing interest in executive education over the past several years in academia. These studies have included the degree programs offered by corporations (Baker 1983); evaluation of short-term training programs for industry and government (Lowey 1983); and scope of university-based executive education programs for executives at doctoral granting institutions in business (Maidment 1983).

Procedures & Methodology

This study addressed six principal questions.
(1) What was the content of the programs?
(2) What was the typical program format?

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(3) What type of media was used for the program?
(4) Where were the programs normally held?
(5) How did the clients evaluate the program?
(6) How were the clients evaluated?

Sample and Instrument

This study consisted of a survey of the deans of the colleges of business of the 207 universities accredited by the AACSB which offer graduate degrees in business. A rate of return of 55 percent (113) was obtained which was considered an acceptable sample so that the results of the study could be generalized. Sixty-one percent of the 113 indicated they had a program. The instrument was a questionnaire which was sent to all universities included in the sample. The questionnaire was a slightly modified version of the "University-based Executive Education" questionnaire (Maidment 1983).

Procedure

The sequence of activities of this study was as follows: the instrument and other appropriate materials were sent to all institutions in the sample. This mailing included a letter of introduction and an explanation; the instrument; and a stamped, addressed return envelope. The mailing was sent to the dean of the graduate business school. The data was then analyzed. All responses were averaged, and descriptive statics, including frequency distribution, means, and standard deviations, were computed. For each of the forced response questions, the frequencies and proportions of responses were calculated. A profile of the typical curriculum of university-based executive education program was described.

Findings of the Study

Question 1 was: "What was the curriculum content of the programs?" As indicated in Table 1, nine institutions indicated that 100 percent of their programs were directed at the management area of curriculum. It should be noted that a program could focus on more than one aspect of curriculum content. For all programs at the 69 institutions which indicated executive education programs, 14.12% were in accounting; 14.52% accentuated marketing, 15.51% dealt with finance; 6.91% involved quantitative analysis; 33.32% included management; 12.16% contained computers; and 3.43% utilized other areas of curriculum.

Question 2 was "What was the typical program format?" The most popular program formats were seminars, lecture and small groups. As indicated by Table 2, 37.30% of the programs used the seminar format; 26.57% of the programs used the lecture format; 9.45% used games; 16.25% had small groups; 3.73% utilized programmed instruction; 1.52% involved individualized instruction; 00.15% included experimental approaches; and 4.98% used other formats.

Question 3 was "What type of media was used for the programs?" Print was utilized 27.92%; lecture was utilized 34.54%; Television 4.46%; Audio-visual 23.63%; Electronic Devices 8.02% and Other types of media 1.40% as indicated in Table 3.

Question 4 was, "Where were the programs normally held?" 37.09% of the programs were held at a regular center, 26.04% were held elsewhere on campus; and 36.85% were held elsewhere, usually at a hotel

Question number 5 was "How did clients evaluate the program?" Forty of the programs indicated that there was a standard evaluation while 26 indicated a separate evaluation and three of the programs did not engage in any form of evaluation.

Question number 6 was "How were the clients evaluated?" Fifty-four of the 69 responses indicated that they did not engage in any evaluation of their clients; three each reported to the sponsor only, five to the participant only, while six reported to both the sponsor and the participant. One institution did not report.

Summary and Conclusion:

The findings of this study would seem to indicate that curriculum of the university-based executive education programs at AACSB accredited institutions is fairly traditional, relying on the usual divisions of the business curriculum but with a heavy management focus. Management demonstrated the greatest degree of popularity, while seminar was the most popular program format and lecture was the most popular media. It was interesting to note the institutions are not reluctant to take the seminars off-campus with over 37% being offered at remote sights.

In the area of evaluation, most of the institutions sought evaluations of their programs by the participants, but did not evaluate the participants. This could, perhaps be explained by the fact that the clients of the programs were not a captive group while it could be argued that the regular students, to a greater degree, are. It is not the institution and its professors who decide whether the instruction has been a success, but the clients.

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Table 1
CURRICULUM OF UNIVERSITY-BASED EXECUTIVE EDUCATION PROGRAMS AT AACSB ACCREDITED INSTITUTIONS

Percent Having Particular Curriculum Content	ACCOUNTING		MARKETING		FINANCE		QUANTITATIVE		MANAGEMENT		COMPUTERS		OTHER	
	Frequency	% of Total	Frequency	% of Total	Frequency	% of Total	Frequency	% of Total	Frequency	% of Total	Frequency	% of Total	Frequency	% of Total
1					1	1.92								
2	1	1.92					1	3.44			1	2.08		
3			1	2.00										
5	12	23.04	14	28.00	11	21.12	6	20.68	1	1.72	7	14.56		
6	1	1.92												
8													1	6.25
10	11	21.12	8	16.00	6	11.53	13	44.82	4	6.89	14	29.12	6	37.50
12	1	1.92												
13							1	3.44	1	1.72	1	2.08		
15	5	9.61	3	6.00	6	11.53	3	10.34	1	1.72	4	9.80	5	31.25
20	6	11.53	9	18.00	12	23.04	1	3.44	9	15.48	7	14.56	2	12.50
21											1	2.08		
24											1	2.08		
25	4	7.68	2	4.00	3	5.76			2	3.44	1	2.08		
30	2	3.84	5	10.00	4	7.68			3	5.16	3	6.24		
35	2	3.84			1	1.92			5	8.62				
40			2	4.00	1	1.92	1	3.44	4	6.89	3	6.24	1	6.25
45					1	1.92								
50	1	1.92			1	1.92			5	8.62	2	4.16		
55									2	3.44				
58									1	1.72				
60	1	1.92	1	2.00					3	5.16				
65									1	1.72			1	6.25
67									1	1.72				
70									4	6.89	1	2.08		
75									1	1.72				
80	2	3.84									1	2.08		
82									1	1.72				
90					1	1.92								
100	3	5.76	5	10.00	4	7.68	3	10.34	9	15.48	1	2.08		
TOTAL	52	100	50	100	52	100	29	100	58	100	48	100	16	100
WEIGHTED % OF PROGRAMS		14.12		14.52		15.51		6.91		33.32		12.16		3.43

Table 2
FORMAT OF UNIVERSITY-BASED EXECUTIVE EDUCATION PROGRAMS AT INSTITUTIONS ACCREDITED BY THE AACSB
at the Graduate Level

Percent Having Particular Curriculum Content	SEMINARS		LECTURE		GAMES		SMALL GROUPS		PROGRAMMED INSTRUCTION		INDIVIDUAL INSTRUCTION		EXPERIMENTAL		OTHER	
	Frequency	% of Total	Frequency	% of Total	Frequency	% of Total	Frequency	% of Total	Frequency	% of Total	Frequency	% of Total	Frequency	% of Total	Frequency	% of Total
4															1	10.00
5	1	1.81	4	7.52	7	24.99	7	15.89	2	18.18	3	42.85	3	100.00	1	10.00
10	4	7.27	8	15.02	6	21.42	8	18.16	3	27.27	3	42.85			1	10.00
15			3	5.64	2	7.14	4	9.08	1	9.09						
20	4	7.27	5	9.40	3	10.71	10	22.73	1	9.09						
25			1	1.88	2	7.14									1	10.00
30	5	9.05	2	3.76	1	3.57			1	9.09					1	10.00
35	1	1.81					1	2.27								
40	5	9.05	4	7.52											1	10.00
50	4	7.27	5	9.40	1	3.57	2	4.54	1	9.09						
60	1	1.81	2	3.76			2	4.54								
65			2	3.76			1	2.27								
70	1	1.81	3	5.64											1	10.00
75	2	3.63	1	1.88			2	4.54								
80	5	9.05	2	3.76												
83					1	3.57										
90	4	7.27	1	1.88											1	10.00
95	1	1.81														
100	17	30.77	10	18.86	5	17.85	7	15.89	2	18.18	1	14.28			2	20.00
TOTALS	55	100	53	100	28	100	44	100	11	100	7	100	3	100	10	100
WEIGHT % OF PROGRAMS		37.30		26.57		9.45		16.25		3.73		1.52		.15		4.98

Table 3

MEDIA OF UNIVERSITY-BASED EXECUTIVE EDUCATION PROGRAMS AT INSTITUTIONS ACCREDITED BY THE AACSB

Percent Having Particular Curriculum Content	PRINT		LECTURE		TELEVISION		AUDIO-VISUAL		ELECTRONIC DEVICES		OTHERS	
	Frequency	% of Total	Frequency	% of Total	Frequency	% of Total	Frequency	% of Total	Frequency	% of Total	Frequency	% of Total
2									1	2.57		
3	1	2.22										
5			2	3.63	3	16.65			5	12.85		
10	2	4.44	1	1.81	8	44.40	4	7.27	12	30.84		
15			2	3.63	1	5.55	6	10.88	2	5.14		
20	4	8.88	2	3.63	1	5.55	5	9.05	6	15.42		
25	1	2.22					10	18.18	2	5.14		
30	3	6.66	2	3.63			1	1.81	4	10.28		
40							3	5.43	2	5.14		
45					1	5.55						
50			1	1.81					1	2.57		
60	1	2.22	4	7.27			3	5.43				
70			3	5.43			2	3.63				
75	2	4.44	2	3.63			1	1.81			1	50
80	2	4.44	3	5.43	1	5.55	3	5.43				
85							1	1.81				
90	2	4.44	5	9.05			1	1.81				
95							1	1.81				
100	27	59.94	28	50.68	3	16.65	14	25.34	4	10.28	1	50
TOTAL	45	100	55	100	18	100	55	100	39	100	2	100
WEIGHTED % OF TOTAL		27.92		34.54		4.46		23.63		8.02		1.40

PALATABLE SCIENCE IN A NON-TRADITIONAL GRADUATE PROGRAM

by Mary W. Pinschmidt

Introduction

Although the more than sixty schools who have introduced the Master of Arts in Liberal Studies agree on the merits of the liberal arts, a balanced coverage of disciplines is rarely achieved. Most often science is slighted or omitted. In spite of growing technology, there is less rather than more interest in science education. Many college students find science distasteful--its language alien and its content complex. This attitude is further fostered by the physical isolation of the sciences in separate buildings within academic institutions. Such an environment does little to encourage collaboration between faculty members in the humanities and those in the sciences. Similarly there is little exchange between students and faculty members in areas other than their major. This isolation of the humanities from the sciences continues in public life as well.

Recently, Yager and Zehr (1985) reported that graduate programs have changed very little in the twenty years since Sputnik. In spite of government incentives, the early enthusiasm and zest for science in the 60's disappeared in the 70's. Professional isolation persists in science education, and attitudes toward science have become increasingly more negative. These authors cite data that trace the origin of scientific attitudes to early childhood where the first impressions of science are positive. Attitudes become increasingly negative toward science between the fourth and twelfth grades. Specifically, James and Smith (1985) find the greatest decline between the sixth and seventh grades. They attribute this pattern to the fact that in the seventh grade science is separated from other subjects in the curriculum for the first time. Furthermore, it is also the first time that many students receive grades.

In designing a curriculum for liberal studies programs, we can either patronize the scientophobic student by relegating science to an optional elective category, or we can treat science like every other discipline--without apology. With this latter plan in mind, we have successfully incorporated major scientific concepts into our MALS curriculum at Mary Washington. We employ four different types of courses. A student begins with a required introductory course, MALS 511-512, Ideas and Movements of the Western World. From Aristotle to Darwin, Einstein, Watson and Crick, students follow the impact of science on western civilization. The emphasis is on the idea and its impact on society, not on its theoretical development or mathematical explanation. Subsequent course work explores selected topics more extensively within the context of either a colloquium or an elective. Finally, the student designs an individual project where there is

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opportunity to investigate a single problem in depth.

The purpose of this paper is to illustrate how specific concepts are introduced and then explored later as a student proceeds through the degree program. An examination of these different teaching styles reveals that each has its particular merit and its unique problems. Some of these difficulties are discussed below.

Introductory Course: Ideas and Movements of the Western World

Our MALS brochure describes MALS 511-512 as a "team-taught interdisciplinary course surveying major trends in thought, the arts, history and social theory from Greece and Rome to the present." Preparation for this course is a monumental task. In our experience, it takes each team almost a year to set up their curriculum. Last fall, the eight members who have taught this course over the first five years met to review the difficulties that we have experienced in the planning and teaching of this interdisciplinary survey. The problems discussed include:

1) Selection of faculty. We agreed that members of a team must respect each other and be compatible. In fact, the most successful interdisciplinary teams were either close friends initially or became such as the course progressed. Both must have an interest in liberal arts outside of their discipline.

   Another problem in selection is that the choice is made from a relatively small group of volunteers. Most faculty are reluctant to volunteer for teaching outside of their discipline, perhaps because it might hamper their efforts for promotion or tenure. We suspect that this may explain why more younger faculty members have not come forth to participate in our MALS. Reynolds (1982) urges institutions to support and legitimize the interdisciplinary efforts of faculty by rewarding these activities and by acknowledging their positive contribution to professional development.

   Another reason for such a small pool of volunteers rests in the fact that some faculty are suspicious of interdisciplinary courses. Newell and Green (1982) report that this is a typical problem because many perceive interdisciplinary courses to be watered-down. Such apprehension could be reduced by encouraging senior respected faculty to participate in the interdisciplinary programs.

2) Size of the team. Initially, we designated two faculty members to design 511 and two others to draw up 512. To date, our staff has come from philosophy, art history, religion, modern foreign languages, chemistry, biology and English. In the first year, guests were called in to enrich areas where the original team felt deficient. Interestingly, in the five year period, the number of invited guests has decreased significantly. Few "outsiders" had time to sit through all of the lectures prior to theirs. There was often a loss of continuity, and the experience was frustrating to the students and faculty. In the 1984-85 session, there were only two guests per semester.

3) Recognition and definition of the ideas which have influenced the history of western civilization. Regardless of which team we queried, the list of possible topics that they had considered was enormous. Each team reached a point during their planning when they

realized that they could not include everything. The process of elimination was both painful and time-consuming. Surprisingly, although we have changed teams, the content has remained essentially the same.

4) "Tunnel-vision." Individual instructors admitted that broadening their perspective and removing the restrictions of their discipline was an unexpected hurdle. Interestingly enough, each of us had thought we were liberal thinkers. Our students share this feeling when they enter the program. (This problem is especially noticeable in young teachers.)
5) Class format. Even when concepts are clearly outlined within a syllabus, the constraints of a three-hour class determine how that class is structured. Success is not measured by how much material is covered but how well new material relates to earlier experiences and whether or not the student can see this relationship. Our teams differ in their assessment of the optimum ratio of lecture to discussion time, but they agree that a strictly didactic format is unsuccessful.
6) Selection of reading materials. All of us began with an unwieldy list. Too often, the time constraints of the adult learner and part-time student were forgotten. Students are easily overwhelmed and discouraged by lengthy lists. We learned that while reading original material is exciting, it should be carefully examined for clarity and readibility. Finding suitable material in the sciences is especially difficult because the language is often complex.
7) Evaluation of students. In traditional graduate work within a discipline, periodic examinations and papers are typical tools of evaluation. In a liberal studies curriculum, if we truly wish to broaden the student's perspective, we want to encourage them to interact with the subject matter. Not only do we expect them to complete the reading list, but we want them to think about it, respond to it and, if possible, engage in discussion with their peers and their instructors. Unfortunately, the integration of reading material with prior experience and classroom presentations is a lengthy process, and evaluation of the individual student is extremely difficult. Therefore, it is not surprising to find considerable differences of opinion on how to grade our graduate students. One team prefers assigning a paper and a traditional exam. Another requires the keeping of an intellectual journal throughout the semester, with a final exam based on questions which are distributed prior to the final examination. A third team assigns a thematic paper based on the readings each week.

Table I displays a syllabus for MALS 512. Only lecture titles are listed. Specific scientific concepts that are woven into these topics include: a) birth of modern science characterized by the replacement of the Ptolemaic System with a planetary system and the development of experimentation; b) the quest for order and its expression in the design of classification systems; c) opening of new frontiers through biological exploration; d) evolution replacing the concept of fixity of the species; e) biogenesis replacing the Greek notion of spontaneous generation and the subsequent birth of modern medicine; f) relativity and quantum theory challenging our earlier perception of an orderly fixed universe; and g) the ecosystem of man and our ensuing global crisis.

TABLE 1. Course Outline for Ideas and Movements of the Western World

1. Birth of Modern Science
2. The Nation State
3. The Enlightenment: The Quest for Order
4. The Aesthetic Ideal in Neoclassic Art
5. Romanticism
6. Evolution
7. Capitalism-Socialism
8. Transformations of God
9. Psychological Man
10. Relativity and the Quantum
11. Biogenesis and the Birth of Modern Medicine
12. Modernism
13. Technology and Culture
14. The Modern State

The Colloquium

The colloquium is a transdisciplinary creation incorporating the talents of instructors from widely diverse disciplines; e.g., English and biology or philosophy and biochemistry. Such transdisciplinary approaches frequently bring the real issues into focus and foster better understanding of concepts. Initially, this type of course employed faculty from three different academic areas, e.g., humanities, social sciences and natural sciences). In theory, students would review material obtained by three different methodologies and, in turn, could employ these approaches to an analysis of the topic. We assumed that this approach would produce better understanding and provide a better historical perspective.

The colloquium taught by three instructors has had some major problems. It is even more difficult to find three instructors who work well together than it is to find two. We encountered here problems similar to those discussed above. In addition, we discovered that not everyone can team-teach or even cross disciplines to view the world from a different perspective. Certainly, when the faculty member is unsuccessful, the student's experience is equally as unsatisfactory.

At the present time, we are using teams of two in all of the colloquia except one. The colloquium using three faculty members is entitled "Aging in Modern America" and is taught by a biologist, a psychologist and a humanist. (In this instance, the team were already friends, and ideas for the course were hashed out over lunch during the course of a semester.) Although we use only two instructors, the colloquium explores contributions from other disciplines in which our faculty have special expertise. The best example of this approach is shown in Table 2 which presents an outline of topics treated in a colloquium entitled "On Becoming Human."

TABLE 2. Course Outline for "On Becoming Human"

1. Introduction: How do we establish what is human?

*2. The World Before the Arrival of Man: Geological Time Table

*3. Biological Criteria for Humaness: Hominids and the Fossil Record

4. Evolution of Sexual Behavior
5. Socialization: Origin of Families, Kinship and Incest
6. Development of Human Functions: Tools, Symbols and Language
7. Separation-Individuation: How does the individual become human in his own eyes and in the eyes of others.
8. Distinction Between Biological and Psychological Birth
9. Other Distinctly Human Patterns: Interplay of Biological, Cultural and Psychological

+10. Cross-Cultural Perspectives: Meaning of Art in the Primitive World and in the Modern

+11. Literary Representations: Self Creation

12. Human Interactions and the Human Future: Ethical and Ecological Directions

In this colloquium, the student follows the chronological development of man with the accompanying evolution of his body, his behavior, his language, his society, his psychological inner self and his culture. Thus, s/he observes a merging of biological, cultural and social factors in the evolution of man. The * indicates that these sessions were designed by the biologist, and a + denotes sessions conducted by the humanist. All other topics are shared and explored through class discussions.

Elective

The elective builds on the concepts introduced in the beginning course and the colloquium. Here there is an opportunity to study one area in more depth, but the traditional approach used in graduate science programs is avoided. Successful electives encourage students to express their ideas and to challenge the thinking of others in the class. Science is no longer perceived as sacrosanct. As the student becomes more familiar with the language, s/he is less intimidated by new ideas. These fresh ideas become effective tools to mold new thinking.

Our most successful science elective is "The Character of Physical Law," taught by a physicist. The syllabus is outlined in Table 3. Equipped with the ideas from MALS 511-512, the student is prepared to explore these topics. S/he extends the concept of evolution beyond the domain of earth and applies it to an exploration of our universe.

TABLE 3. Outline for "The Character of Physical Law"

1. Origins and Nature of Science
2. The Copernican Revolution: Brahe, Bruno, Kepler and Galileo
3. The First Edifice of Classical Physics: Newton
4. The Second Edifice of Classical Physics: Electrothermodynamics
5. The Coupling of Science and Technology
6. The Relativistic Revolution
7. The Quantum Evolution
8. Physical Cosmology
9. The Evolution of the Universe
10. Evolution of the Solar System
11. The Origin of Life
12. Epistemology Revisited

Individual Project

The last course that our liberal studies student takes is an individual project which is supervised by a faculty member of his choice. Topics have varied, but they are specific in nature. We have had two students complete an individual project in a science-related area. In each case, the subject was triggered by a topic explored within a colloquium. Discussions on the importance of exercise and diet in the aging colloquium resulted in a project entitled "A Study of Hyperlipoproteinemia." A survey of the effects of aging on different types of cells during a review of biological aging sparked interest in cell theory, and a history buff wrote her project on "Theodore Schwann's Classic Contribution to Cell Biology."

Summary

Although our liberal studies program is only five years old, we think that our attempts to incorporate a substantial element of science into our curriculum are successful. Table 4 lists that part of our curriculum in which there are substantial science components. The relatively small number of electives (two out of nineteen) reflects in part the balance of offerings from diverse disciplines in our liberal studies program. It may also reflect the reluctance of the scientist to become involved with interdisciplinary teaching.

TABLE 4. Science Within an MALS Curriculum

Introductory Course:
- Ideas and Movements of the Western World

Transdisciplinary Colloquia:
- Aging in Modern America
- Language Acquisition: Biological, Linguistic and Educational Perspectives
- On Becoming Human
- Beauty, Truth and Reality: The Aesthetics of Science
- From Speaking Act to Natural Word: Communication, Language and Meaning

Electives:
- The Character of Physical Law
- Marine Ecology

Individual Project:
- A Study of Hyperlipoproteinemia
- Theodore Schwann's Contribution to the Cell Theory

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A UNIQUE MASTER'S PROGRAM FOR THE NON-TRADITIONAL STUDENT

Norm Woodin

Nazareth College in Kalamazoo, Michigan, started in the tradition of the small Roman Catholic college for women, with its primary role being to prepare nuns to teach in Catholic elementary and secondary schools. As with many colleges of this kind, Nazareth found itself in a social environment that no longer supported this traditional role. In the early 1970s, Nazareth became a coeducational college, with a curriculum dominated by professional programs. The administration of the college changed from that of Sisters of a religious order to lay people, and the college changed to a more secular, professional-based institution. With the loss of most of its traditional student body, the college sought the non-traditional older student in an effort to bolster enrollment. With this goal in mind, a weekend schedule of classes was developed and initiated in 1977 to attract this new class of student.

The Kalamazoo community, in which Nazareth is located, has a major university, a prestigious liberal arts college, plus a community college with very comprehensive course offerings. Along with this competition, Nazareth College has relatively high tuition rates; these two factors forced Nazareth to find a way to meet the needs of these potential non-traditional, older students that was not available at the other institutions in the area. It was determined that a class meeting schedule that allowed working, non-traditional students to efficiently use their time, plus enabling them to finish a baccalaureate degree in a reasonable number of years, would meet these needs. To accomplish these goals, a tri-semester weekend program was designed.

The schedule can be described as follows: Each class meets on three alternate weekends, meeting on Friday from 6:00 to 10:00 p.m. and on Saturday from 8:00 a.m. to 6:00 p.m., with an hour for lunch. In a total of five weeks, the student finishes a three-credit course. As shown in Figure 1, the student has the following options within the weekend format: The student can take Course A on Weekends 1, 3, and 5; the student can continue with Course B on Weekends 7, 9, and 11; the student can add Courses C and/or D, if desired.

Semester Weeks

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A	C	A	C	A	C	B	D	B	D	B	D			

Figure 1.

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Most students in the program take two weekend courses per semester, or 18 hours per year. Combined with transfer credits, life experience credit, and in some semesters, enrolling in an evening course, most students finish their baccalaureate degree within two calendar years. (The average non-traditional student who enrolls at Nazareth has approximately 60 credit hours of prior college experience.) With the schedule described above, the non-traditional student is able to attend class at convenient times, and to graduate within a reasonable time frame.

The non-traditional student population at Nazareth has grown from zero in 1977 to over 400 today, and contributes approximately $500,000 to the annual college budget.

Within the southwestern Michigan region, there are several community colleges. Nazareth took its Business Administration program to these campuses and presented another economical and unique schedule for the non-traditional student. The program designed offered courses on the community college campus that allowed a two-year community college graduate with a business major to finish a Nazareth BBA degree. Academic administrators from Nazareth reviewed the business administration curriculum at each community college, and designed a lock step program for the completion of the four year degree.

Again, a tri-semester academic year was utilized. During each semester three courses were offered, two on weekends and one on a regular evening schedule.

Semester Weeks

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Weekend	A		A		A		B		B		B				
Evening	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C

Figure 2

A student would be enrolled in Weekend Class A and Evening Class C at the same time. When A was complete, the student would start B on weekends, still continuing with C in the evenings. Although the student will complete nine credit hours per term, he/she will be enrolled in only six hours at any one time. A cycle of three different courses each semester is followed for seven semesters, and then the cycle begins again.

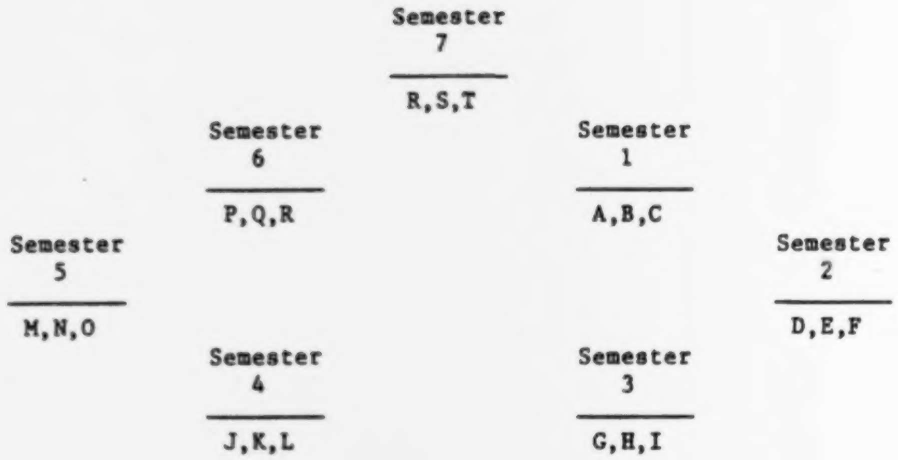

Figure 3.

All course prerequisites have been taken (at the community college) before the student begins the Nazareth portion of the program; therefore, they can enter at any semester in the cycle. For example, if a student begins at Semester 2, he would take courses D, E, and F and would finish seven semesters later with courses A, B, and C. Under this scheme, students can be added to the program at any semester.

From these programs for non-traditional students, both on and off the Nazareth College campus, the master's program in management evolved.

Because of the four colleges and the type of industry in Kalamazoo, the educational level of the population is relatively high. People who are well-educated tend to value education and continue attaining higher levels of education. This factor, plus the popularity of both advanced degrees in business and the non-traditional business programs at Nazareth, led to the planning of a master's program in management.

The Master's of Arts in Management Degree Program was designed for those people currently in management or supervisory positions, or for those aspiring to these positions, in business and industry, profit or not-for-profit organizations, public or private institutions, service or production companies, government agencies, churches, etc. The primary goal of the program is to help the degree candidate develop and enhance the knowledge, skills, and attitudes needed to work effectively with people in organizational settings. Thus, the program tends to have a human relations orientation, rather than the more quantitative orientation common to many MBA programs. The intended audience for this program is people with non-business undergraduate degrees who want background in management studies.

Again, this audience is the non-traditional student who normally works at a job from 8:00 to 5:00. Therefore, a class schedule had to be designed that would meet the time constraints of the student, and would also protect the academic integrity of graduate education. The class meeting schedule evolved from the non-traditional undergraduate programs described earlier.

Not only did the schedule have to meet the needs of the students and enable them to finish the total program in a reasonable length of time, but these objectives had to be met within a reasonable financial budget. The originally scheduled plan was to offer two different courses each semester until all the courses in the program had been offered, and then to start the cycle over. The complete cycle would take five semesters under the tri-semester plan, or a total of less than two calendar years.

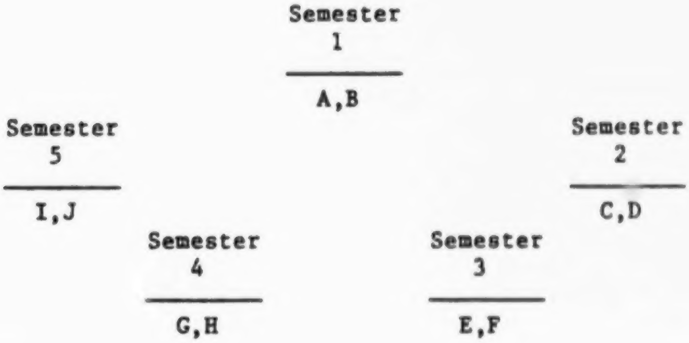

Figure 4.

Each semester under this plan, one course would be offered in the evenings (one night per week), while the other course would be offered on five alternate Saturdays, starting the third week of the semester; this plan assured that the two courses were not starting and finishing at the same time during the term.

Because of substantial enrollment at the initiation of the program, four classes were offered each semester instead of two. Two different classes were offered during the evenings, and two classes were offered following an alternate Saturday schedule. Now, at some time during the five semester cycle, each class is offered once on the evening schedule and once on the Saturday schedule, allowing a student to take two courses each semester by attending only during evenings, only on Saturdays, or a combination of evenings and Saturdays.

		Plan I Course	Plan II Course
Semester 1	Evening	A	B
	Saturday	B	A
Semester 2	Evening	D	E
	Saturday	C	F
Semester 3	Evening	F	G
	Saturday	E	H
Semester 4	Evening	H	I
	Saturday	G	J
Semester 5	Evening	J	C
	Saturday	I	D

Figure 5.

In this program, the student may enter during any semester and follow the cycle through to its completion.

The Master's in Management class meeting schedule evolved from the undergraduate weekend and evening, on and off campus, programs for non-traditional students. The schedule meets the needs of working, non-traditional students, allowing them to attend graduate school and finish the program in a reasonable length of time. The program schedule is also financially sound for the offering institution presenting it.

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THREE MODELS FOR GRADUATE INTERDISCIPLINARY PROGRAM DEVELOPMENT

W. Russell Abell

At Drake University we have one interdisciplinary degree and two degree "structures" which allow for the creation of interdisciplinary programs with relative ease. The interdisciplinary degree permits the creation of a program by an individual, while the two degree "structures" provide for the creation and the naming of a program by either individuals, groups of individuals or by a cross-disciplinary faculty committee. The two degree structures evolved from the interdisciplinary degree over a period of several years. The degree is the Master of General Studies (MGS) and the degree structures are the Master of Science, professional studies emphasis and the Master of Arts, cultural studies emphasis. The term degree "structure" is used for professional studies and for cultural studies, considering that a program does not exist until an "area of concentration" is developed and named.

The Master of General Studies

This degree has been offered at Drake University since 1977. It has been quite successful and since it was first available over two hundred students have received MGS degrees. During any given enrollment period from 20 to 30 MGS students are taking course work in a variety of regularly scheduled graduate courses in several colleges and departments in the University. No new courses have ever been created for the degree nor have any faculty been hired especially for the program. A feature of this degree is that over 1,000 graduate courses throughout the University are available to a prospective MGS student provided the individual prerequisites can be met.

The program is described in promotional materials as "available for mature and self-directed students who are interested in designing a graduate program tailored to their own needs or aspirations. A broad focus and set of objectives for a program and a sequence of courses are developed by the student with the assistance of advisors from departments in which significant amounts of the proposed course work are to be taken." There is a precise sequence of steps which need to be taken by an applicant which necessitates a visit to the campus. The steps are:

1. A meeting is arranged with the graduate office by the student and the specific goals of the student are discussed at this meeting. If it appears that these goals could be met by an

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existing degree program, the student is placed into contact with the advisor to that program. When it is determined that an MGS program is appropriate the student completes an application form and transcripts are requested. (It is during this initial meeting in the graduate office that certain concepts of the MGS degree are discussed. The student is advised that it is not a "career entry" type of program - rather, it is built upon an undergraduate specialization which may not have sufficient breadth for the student's present occupational or interest area. Another important item is that in view of the fact that the student, by designing what may be a unique program, must exercise more responsibility for the program such as writing and clarifying objectives, explaining these objectives to advisors, and very importantly must do considerably more "leg work" than would a student enrolling in a regular departmental program where objectives are established and courses are prescribed.)

2. A "Statement of Intent" is prepared and forwarded to the graduate office. The statement presents a rationale for the proposed program and also includes something about the applicant's previous experiences and present expectations.

3. A tentative list of possible courses for the total program is prepared by examining course offerings in the three departments in which courses will be taken. The Graduate Catalog, the College of Continuing Education's schedule, and the Registrar's class schedules for the current term are helpful in preparing the list.

4. The list is forwarded to the Graduate Office and after temporary advisors are designated, the student schedules a meeting with the advisor and the feasibility of the proposed program is discussed.

5. After all this has been done, the file is sent to the advisors for an admissions recommendation.

6. If the evaluation is positive, an acceptance letter is sent to the student and the student follows the same steps and procedures as do all other admitted graduate students. The single exception being that questions for the comprehensive examination are contributed by both advisors, one agreeing to administer the examination along with students in the regular program.

Although the program makes considerable demands on the time of the graduate administrators, it is time well-spent. Some very interesting perspectives on the range of graduate program offerings and their relative attractiveness to non-traditional students have emerged as a result of the initial interviews with prospective MGS students. Some of these observations include:

1. The "workplace" is constantly changing - new or different demands are being placed upon people which requires additional

knowledge and skills to that which their previous higher education experience provided.

2. A masters degree is becoming more important in many areas in which a bachelors degree once was accepted as the terminal degree.

3. In many employment sectors the emerging educational needs are more of an interdisciplinary nature than previously required.

4. As costs increase, students are becoming more "choosey" about the courses which they are required to take and to pay for.

5. There is a large number of students who are not interested in pursuing their education to the Ph.D. level but who feel a need for a degree at the masters level tailored more to their perceived needs than to the requirements of an even higher degree.

The perceptions gained from the contacts with the MGS students became very important when about four years ago a group of concerned faculty members asked the Graduate Office to chair an open meeting to discuss the future of graduate education at our institution. Several motives led to the request. Faculty in several traditional areas, concerned about the declining enrollment in their discipline, felt that they had much to offer, and believed that there were many people who needed what they had to offer. Many faculty expressed frustration because in the institution they could not seem to find an administrator who would listen to their concerns or suggest a way of handling their recommendations.

The result of this meeting and subsequent meetings with individual professors, department chairpersons, deans and others and innumerable other forms of communcation resulted in the conception and the design and subquent approval of a modification of the Master of Science degree.

The Master of Science, Professional Studies Emphasis

As was implied above, the Professional Studies variation of the Master of Science degree is a "spin-off" of the Master of General Studies. With only a few exceptions, students who have designed an MGS program are part-time students, employed full-time in a business or professional setting. For these students, the title of the degree gave no indication of its academic focus, and for many, when examining the courses a focus was quite easily indentifiable. Over the years many students had expressed a wish that there were a way of designating the area of their study on a transcript. As mentioned previously, faculty had expressed the observation that were there some mechanism for accommodating them, they could develop programs tailored to the needs of specific professional or occupational areas. It was observed by faculty that typically, when after considerable study a need for a new degree program is identified and it appears to be cost-effective, sometimes possibly even years later (with persistence), the program might be approved, perhaps a department created, and additional staff recruited.

The professional studies emphasis permits the construction of carefully designed programs, using existing courses, present faculty, and existing courses, present faculty, and existing facilities. It allows for the creation of interdisciplinary programs for individuals or groups with relative ease. The approval process at our institution involves chairs of departments whose courses constitute the bulk of a proposed program and their respective deans. As noted earlier the degree is referred to as a "structure" rather than a program simply because a program does not exist until an "area of concentration" is developed. (The title of this area of concentration is posted on the student's transcript.) Although the concept is relatively simple, it is not that easy to explain. Students are quicker to grasp the concept than are many faculty who are burdened with the typical, major-department-department chair locus for a degree.

A promotional brochure was designed which "invited" participation in the design of programs. The section sub-headed, "Program Development" stated:

> "The Master of Science, professional studies structure permits the creation of multidisciplinary "areas of concentration" and allows for the selection of a name for an area of concentration which reflects its professional context. It requires an advisory committee of faculty who share a common interest in an area irrespective of their departments or college. This faculty develops an area of concentration, establishes with aid of the petitioner(s) a set of attainable objectives, advises students, monitors their progress, and prepares and administers a final comprehensive examination. The degree structure provides a mechanism whereby individuals or groups of individuals may request that the University explore with them the possibility of a program emphasis suited to their professional needs."

The approval process for each "area of concentration" is outlined on an Approval Form, which provides the space for listing all of the courses and has places for the signatures of the appropriate departmental chairs and the deans. The approval form must be accompanied by an explanation of the program, its objectives and a description of the target audience.

The first description of the Professional Studies emphasis appeared in the 1985-86 Graduate Catalog published in September of 1984. Although brochures have been printed they have not been distributed other than at a few meetings. Despite the absence of any large scale promotion efforts, one area of concentration was approved during the 1984 fall semester, another in the 1985 spring semester, a third is pending approval and a fourth has been conceptualized. In addition, two individual programs were approved and of these two, one student graduated this May. Several students have been accepted into the first two areas of concentration and more applications are being processed. The Graduate Office with the encouragement of the Academic Vice President and the various college deans, has served and will continue to serve as a catalyst in developing areas of concentration as time permits. It is anticipated that once the degree concept has become better established and understood, the College for Continuing Education will become the major source of recommendations for additional areas of concentration.

As discussions with faculty and with students regarding the development possibilities of various concentrations progressed, it soon became apparent that with few exceptions, professional studies would largely involve departments with the Colleges of Education, Business Administration, Journalism and Mass Communication, cross-listed courses from the College of Pharmacy, and courses from a few departments in the College of Liberal Arts and Sciences. It also became quite apparent that those academic areas generally considered as Humanities as well as those in the College of Fine Arts would not be involved.

In recent years our State has become involved with several other countries through sister-state and sister-city agreements, is studying a possible World Trade Center, and has established offices in several countries with the purpose of developing new markets for its agricultural products. As a result, there is considerable interest in the study of other countries, most especially Asian.

The Professional Studies emphasis provided a model for a second degree structure which could capitalize on this renewed or new interest in other countries and at the same time make better use of certain underutilized resources of the University. The result of this was the conceptualization of the Master of Arts, Cultural Studies emphasis. Apart from the above interests which could be served by such a degree, many individuals who share an unrequited love for knowledge might also be served. Witness to this is the memory of the Great Books phenomenon when such clubs abounded in cities across the country. More often than not members of these clubs included successful business people, doctors, lawyers, teachers, and so on, whose quest for additional knowledge was not motivated by economic necessity.

The Master of Science, Cultural Studies Emphasis

The degree structure as conceptualized permits the development of areas of concentration around countries or geographic regions such as American, French, British, Asian, European, Latin America, and so on. Areas of Concentration can also be developed around epochs, such as the Nineteenth Century, or fields of study such as Comparative Literature, or even possibly Liberal Studies. The development of an area of concentration follows exactly the same pattern as is used for Professional Studies. In both instances a Proposal Form requires a title for the area of concentration, a description of the program and its target audience, the names and departments of members of the advisory committee, a list of the required courses, and any special entry requirements. Also, in both instances, signatures of the chairs of departments (usually 2-3) and their deans are required.

It is interesting to note that among the over 1,000 courses available for graduate credit in fifty-four academic areas at our institution, approximately five hundred can be described as relating to cultural areas.

Summary

Whether the three degree areas can serve as models for other institutions would probably depend upon a number of factors. The MGS degree is not unique to our institution and the Professional Studies and Cultural Studies formats may have equivalents elsewhere. Ours is an urban campus and the preponderence of our graduate course offerings may be taken in late afternoon or evening. Some institutions may not have such class schedules. Obviously a reasonable mixture of liberal arts and professional courses is essential to the development of areas of concentration in Professional Studies. Perhaps of greatest importance to an institution would be the willingness of faculty to take initiatives and to some extent the spirit of cooperation on the campus.

An obvious and valid criticism is that putting together a hodgepodge of courses and attaching a name does not necessarily constitute a program. Although this criticism of certain graduate programs in higher education is not unheard of, these three are especially vulnerable. Perhaps for some a capstone course such as a seminar might be necessary to bridge the two or three disciplines. (Often a field experience in the form of a practicum or internship serves this purpose.) Most important however are the clarity of the objectives for the concentration, the care given to the selection of courses, and finally, the support given to the student by the advisory committee.

LESSONS LEARNED THE HARD WAY:

Reflections on Developing a Successful Non-Traditional, Interdisciplinary Program in a Highly Traditional Institution

Dr. Theodore Belsky

Planning for American International College's Reach Program began four years ago. Implementation is but two years old.

As presently constituted, this non-traditional program, for non-traditional students in a non-traditional format, has taken on a dynamic structure quite alien to its early conceptualization.

Originally, the goal was to provide remedial instruction to adult students unqualified by either lack of credentials and/or proper training for college instruction. Some simply had not completed high school, while others with high school credentials were clearly inadequately prepared to pursue a college degree.

In effect, the initial program paralleled many adult education classes offered elsewhere. It differed only in guaranteeing those who successfully completed the preliminary instruction with entry into the college segment designed specifically for them.

In spite of careful planning and community involvement this early effort was unsuccessful. There were two basic reasons for this failure. Firstly, our president was reluctant to expend a major effort providing instruction freely available in the public schools. Secondly, the long term educational commitment required of those early participants, convinced all of that group not to continue their education on the college level. All of the original nine students dropped out of the program.

On the surface there was precious little left of our "Reach" program. We lacked both students and institutional mandate. Nevertheless, on reflection we found that there was a usable core upon which we could build a revitalized program.

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That core included:

a. a decision to implement an explicitly career oriented, college level, certificate program incorporating both traditional college course material and vocational skills training.

b. a commitment to adapt our program to the needs of the non-traditional population we sought to serve, including a willingness to utilize a non-traditional format..

c. a creative, interdisciplinary curriculum, carefully selected to utilize the special strengths of the college faculty, focused on providing our students skills rather than credits. Although students earn twelve college credits if they successfully complete the core instruction, the material is not parcelled out in the traditional three credit unit format.

d. a decision to utilize a weekend format so that even full-time working parents would find it possible to participate in a concentrated and demanding educational experience.

The problem became how to implement a program utilizing the format we had devised. Especially, since American International College is a private, non-profit institution, we had to find a way to generate a paying clientele to take advantage of our novel program.

After several false starts, we now serve two distinct groups. A week-end section made up of full time employed students, largely supported by their employer's tuition reimbursement programs. And a week day program for Pell Grant recipients, especially AFDC mothers. Because this latter group receive additional money from both state and college sources the total cost of their participation (including a small sum for personal expenses) is paid in full.

Contrary to what one would expect, this ad hoc, evolutionary process has produced a remarkable effective, internally consistent educational experience for our students.

It is interesting to reflect on the reasons why this is so. Why, in the face of all that has been written about good innovative practice, did our ad hoc response to solving problems as they arose prove successful?

On one level it is possible to argue that the program succeeded because it was the right program at the right time. During a period when the U.S. economy needed to retrain workers for new employment we effectively combined traditional course material with vocational skill training.

As important, the "Reach" structure offered non-traditional students a reasonable time frame within which to measure their accomplishments.

All students begin with a fifteen week, twelve credit, core curriculum designed to provide students with three basic skills:

1. an ability to articulate one's thoughts clearly and succinctly.
2. development of successful patterns of personal behavior, including personal planning skills.
3. an ability to quantify information and understand the process of making valid statistical inferences.

Participants then receive a minimum of 100 hours training in skills related to their personal career goals. Specialty skill instruction may be completed in any of three ways -- or in any combination of the three alternatives. These are:

1. courses taken at AIC or other area colleges.
2. workshops conducted by private business firms or area service agencies.
3. supervised internship in the vocational area one seeks to enter.

One can expect to complete the certificate part of the program in less than one year. All of the core courses and some of the skill training may be applied toward college credit.

Of the approximately 100 students who have participated so far slightly under 80% have completed the certificate program within one year. Approximately 50% continue on in our regular college degree programs.

I believe however, there is another and equally important level of factors which contribute to the health of the project. Ad hoc decisions in and of themselves do not contribute to the internal cohesiveness and ongoing continuity that all dynamic programs require. These are provided by one's philosophical orientation.

A fundamental tenet of the Reach program is that student participation in the program should help them lead socially useful lives. In the words of John Goodlad, that they should live "so as not to sin against themselves or their fellow man." In order for them to make a contribution to society they must learn to manipulate their social and physical environment as well as be manipulated by it. For most non-traditional students this is a new way of viewing the function of education.

"Reach",then, is structured to meet the needs of non-traditional students, many of whom are seeking to break a pattern of economic dependency and hence limited life alternatives. Because they lack financial and other resources, frustration and discouragement are dominant factors in their lives.

The Reach Program offers this group a concentrated educational experience that will make each student, not only able to process information more effectively, but to make the student more productive on the job, in their social interactions and even at home.

The "core" curriculum is highly concentrated in order to make the students acutely aware of new skills and information obtained that were not part of their repertoire when they first joined the program.

And this awareness adds immeasurably to their self confidence. In addition, most now realize they are more employable or more promotable than before they joined the program. For them, completion of the program is a satisfying and rewarding experience because it really is a significant achievement.

INTERDISCIPLINARY HUMANITIES FOR ADULT LEARNERS AT URSULINE COLLEGE

Sister Janet Moore

Origin and Nature of the Program

Ursuline College is a small Catholic liberal arts institution located in an eastern suburb of Cleveland, Ohio. Founded in 1871 by the Ursuline Nuns, it was the first women's college chartered in the state. Today the college maintains its emphasis on the education of women although it also accepts men students. It grants a BA and BSN and has a limited number of two-year and graduate programs. The profile of its 1500-plus student population reflects considerable diversity in religion, race, economic level, and age. Last year 63% of the students were over the age of 22. This statistic is vitally important because the college is located in the Midwest where the demographic projection for traditional age students is considerably more glum than the national projection. This being the case, during the past 15 years the college has taken a number of steps to meet the needs of its growing adult student population. There is an administrative unit specifically for adult students; an external learning program for those who wish to complete their degree largely through independent study; a BSN program adapted to the needs of those who are already registered nurses; flexible scheduling options; and an interdisciplinary program especially designed for adult learners.

The concept of such a program restricted to adults was originally generated when two faculty and one administrator attended a 1978 AAC-NEH conference on "Critical Issues in the Humanities." These first stirrings were further refined the following year with the able assistance of an NEH consultant, Sister Ruth Dowd of the School of New Resources, College of New Rochelle, New York. Within the next year and a half the Humanities faculty designed three six-credit interdisciplinary courses and piloted them with the aid of a generous NEH grant. Ursuline then made a commitment to this interdisciplinary program by requiring of all its adult students at least one of these six-credit courses.

The content of each of the interdisciplinary offerings provides an introduction to the liberal arts and reflects the importance of a liberal education based on integrated humanistic beliefs. The specific objectives of each course flow from the goals of the interdisciplinary program and harmonize with the philosophy and mission of the college.

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The first course, *Humanities: Focus on Life*, deals with the relationship between experience and education. It is designed especially for adults who have been away from school for some time and/or who have a weak academic background. It assists students to make the transition from the world of work to the world of academe by helping them to recognize the educational value of their life experiences; to integrate past learning with current learning; to identify their own goals as learners; and to master reading, writing, and discussion skills.

The second course, *Science and the Human Condition*, addresses the impact of scientific and technological developments on contemporary life and value systems. The primary purposes of this course are to facilitate the adult learners' efforts to come to grips with science; to develop their ability to evaluate the impact of science on contemporary life for both the person and society; and to communicate their comprehension and evaluation of scientific processes in oral and written forms.

The third course, *Humanities through the Arts*, explores the arts as objects of aesthetic appreciation and as reflections of human values. The nature of the study is both theoretical and experiential, directly involving the students in the processes of perception, creation, appreciation, criticism, and integration. Art forms are compared with one another and related to their larger cultural and humanistic context. Written and oral communication skills are stressed.

Although the content of the three courses differs, they share common characteristics. All provide an interdisciplinary introduction to the humanities and, therefore, are in keeping with those current trends in higher education which underscore the interdisciplinary nature of learning. As such, they provide a solid introduction or reintroduction to the concept of liberal arts as life arts.

All three courses also take into consideration the unique learning style of adult students. The methodology employed grows out of the assumption that adult learners returning to college are wary consumers who demand substantive return for each educational dollar spent. They are pragmatic learners who expect to find relevance in what they are learning. On the one hand, they are assertive and quick to challenge; on the other hand, they struggle with high levels of anxiety about their academic skills. They want instructors to spell out for them exactly what is expected; yet they also want to participate actively in decisions affecting their learning. They have a natural penchant for integration of knowledge and, given encouragement and direction, can build on their broad life experiences to make their own learning meaningful. They also are highly motivated and take responsibility for their own education, contributing actively to the education of their peers once an informal community of learners has been established. All three courses take these factors into consideration. They are designed to allay the fears of the timid, strengthen the skills of the rusty, draw on the wealth of life experience present, and capitalize on mature students' ability to support one another by giving and taking criticism which is both concerned and constructive.

An additional factor the three interdisciplinary courses have in common is that they are team-taught by a pair of instructors from different disciplines. The pair work closely with each other and with the students to create an active group learning environment in which instructors and students find mutual support, challenge, and profit.

The Challenges of the Program

After its pilot phase, the interdisciplinary program became a part of the core curriculum of Ursuline College. The institution of a six-credit requirement has entailed several challenges. None of these obstacles has been insurmountable, but all have demanded time, a degree of negotiation and compromise, and a sizeable dose of patience and tact.

The first challenge is the annual appeal to the Budget Committee. No matter how supportive administrators may be on academic grounds, financial feasibility is still the proverbial bottom line in securing ongoing approval for any program. At Ursuline the instructors who have become involved in adult interdisciplinary studies are all full time faculty -- experienced, innovative, and well respected by students and colleagues. To the extent that their teaching load is shifted to interdisciplinary studies they must be replaced in their own disciplines, a staffing issue which has budgetary ramifications. A second budget-related item is class size. Given the methodology employed and the extensive writing component of each course, the faculty consider an ideal class number to be 20 to 25. The Budget Committee prefers an enrollment ceiling considerably higher. Closely related to this issue is the determination of faculty salary in a team-taught situation. All three of these issues have been the subject of considerable negotiation with the following compromises being mutually accepted: the institution does pay to replace interdisciplinary instructors in their own disciplines; class enrollment ceilings are set at 35, not 25; and each member of the team receives three of the six credits toward his or her teaching load.

In addition to financial considerations, a second set of challenges exists for the faculty, both those who teach the interdisciplinary courses and those who do not. The instructors themselves, besides investing the time and energy needed for any six-credit course, face the additional challenge of going beyond their comfortable disciplinary level. The course preparation, of necessity, must be broad. Additional long hours must be spent sharing findings with one's partner and devising learning experiences which will maximize student involvement. Encouraging the learner to exert his/her initiative requires a great deal of planning as well as flexibility. Dynamic adaptability does not occur through spontaneous generation. One requisite for this methodology is consistently open communication between the instructors. In order to be effective as a team, they must plan together, process together, and evaluate together on an ongoing basis.

The challenges facing the faculty who are not involved in the interdisciplinary program occasionally include being asked to fill the void left in the department when a colleague leaves to teach interdisciplinary studies. For a few faculty members the difficulty lies in coming to terms with the fact that a six-credit slice has been taken out of the elective pie and their course enrollment possibly could be unfavorably affected. Lastly, some teachers of a more traditional disposition have to deal with adult students who in interdisciplinary studies have become accustomed to taking responsibility for their own education and to asserting their initiative. Having experienced vital group interaction, these students are reluctant to enroll in courses in which the lecture method is employed primarily and in which maximum student participation is not emphasized.

Lastly, the adult students themselves face challenges. When they first return to college, they are understandably reluctant to register for any course not directly related to their career aspirations. Frequently they do not appreciate the value of an integrated approach nor do they see any need for a six-credit course. These objections are overcome, however, by the influence and ingenuity of their academic advisors assisted by that amorphous but effective medium of "the grapevine." When satisfied students communicate that the content of the courses is worthwhile and that the process does indeed require a six-credit commitment, then much of the students' unwillingness is dissipated.

Conclusion

When last May the interdisciplinary faculty completed its third year of the adult program, they were both exhausted and stimulated, encouraged by their successes and already planning ways to improve, proud of their students and humbled by glowing course evaluations. In a recent questionnaire sent to all students and graduates who had taken one or more of these courses during the past three years, over 80% indicated that they would recommend Ursuline College to any adult considering coming back to school primarily because of its interdisciplinary offerings. The fledgling program has proved it can fly.

A SALESMAN IS AN IT:
BRIDGING THE INTERDISCIPLINARY GAP

Albert J. Solomon

> "a salesman is an it that stinks Excuse
> Me"

Introduction

e.e. cummings' vitriolic verse is too often an unspoken (perhaps unconscious) epigram for teachers of the liberal arts. It has been trendy to attack those who are concerned with the "real" world. But for the liberal arts to have a meaningful impact on that ever-growing number of non-liberal arts students, we (as teachers of the humanities) must reassess the manner in which we present the professional person as a metaphor.

A History of the Metaphor

The businessman has been a convenient literary whipping-boy for generations, despite the fact that many American writers--Wallace Stevens and W. C. Williams, to name but two--were themselves professionals. It will help us to explore in some depth the metaphor of the businessman to understand what we say to our students about those in the real world.

Though Howell's The Rise of Silas Lapham (1885) is often identified as the first American business novel, there is ample evidence that an anti-capitalistic strain existed in America from Puritan times. Social critics like Max Weber who identified capitalism with Puritanism have been shown to be wrong in their conclusions, for the Puritan Fathers did condemn those who sought wealth for its own sake.

Even seventeenth and eighteenth century notables like Sewall and Franklin, often cited as archetypical businessmen, have been incorrectly categorized. They believed in acquisition, but only as a means to free the individual to develop himself.

The nineteenth century saw the development of two negative literary types: the Yankee Peddler and the Confidence Man. The Peddler was the fast talking entrepreneur, the traveling salesman, who appeared

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as late as the 1950s as the "ugly American." He was a slicker, a small-time operator, and while he had some dishonest traits, his victims tended to be greedy souls who got taken because of their greed. The Con Man, on the other hand, was a more malicious figure, intent on acquisition for its own sake and at the expense of anyone who got in his way.

Concurrent with the development of these two types was the development of an attitude which persists into our own day: the businessman was a crass materialist with no sense of art and culture, who was inherently at odds with the artist. This was a popular refrain with all American Romantics, especially Hawthorne and Melville. Even Whitman, the great egalitarian, only grudingly accepted businessmen into his catalog of Americans. And by the end of the century Henry James had made the theme of crass materialism a focal point of his fiction.

The turbulent post-Civil War era was a fertile ground for anti-business sentiment. Economic abuses fed the popular imagination with negative images of the businessman and explains the success of muckraking novelists like Upton Sinclair and Frank Norris. Even less strident writers like Dreiser and E. A. Robinson zeroed in on business corruption. It is not surprising, therefore, that the early decades of the twentieth century also saw the growth of proletarian literature with its attacks on capitalism and its encomiums on socialism and communism. Other writers like Mencken, Sinclair Lewis, and Sherwood Anderson returned to the Romantic notion of the distance between the artist and the businessman, but concentrated on satirizing the small-mindedness of the middle class.

But time marches on. And as American writers became disillusioned with Marxism in the 1930s and as confidence in the economic system grew in the 1940s, attitudes toward the businessman began to shift somewhat. Writers began to distinguish between the individual businessman and the corporate businessman, to the detriment of the corporate system. Contemporary writers still see problems with business but are more willing to explore all of the elements that impact on a person in the "real" world. And, believe it or not, some writers today can find some redeeming social value in the businessperson.

The Journey--A Projective Test

A metaphor is only as dead as we allow it to be. Therapists and counselors frequently employ interactive techniques--such as projective testing--in which a subject is asked to provide imagery, or metaphors, for given situations; these in turn provide clues which can be used to interpret hidden conflicts. We will take a journey, in the form of an unscientific test, to show how literature has addressed many of the problems faced in everyday life. Hopefully, this will help reinforce the idea that literature and life can be an interactive experience.

"They" Do It

Skim through a year's back issues of Training, Training and Development Journal, or The Personnel and Guidance Journal, or through an annual Handbook for Group Facilitators. Don't be surprised to find references to drama (complete with acts) as a training tool, the four humours as behavior models, or poetry reading and writing as vehicles of self-revelation and revelation of job dissatisfaction. The Federal Executive Institute has used drama--including Ibsen's Enemy of the People and Anouilh's Becket--as case studies for the training of top career managers. A training corporation uses the film Twelve O'Clock High to teach "Situational Leadership." Twelve Angry Men is frequently used in t-sessions. The case study (and what is a case study by a narrative form?) has become an accepted educational technique. The conclusion? Trainers and counselors have been quick to adapt literature or literary modes to their needs.

It is not uncommon for national business periodicals like Fortune, Business Week, Industry Week, or The Harvard Business Review to publish broad analyses of the image of the businessman in literature, yet humanist publications tend to print only narrow (and usually negative) studies on the same topic. Industry Week has listed over 140 classic works, "an executive's guide to insights from the past," yet I would guess that few humanists could list the names of more than five business theorists--if that many.

Clearly the business world sees the value (if only utilitarian) of the humanities. Our task is to try to get the academic world to recognize this same value and to try to use it to their advantage, and ultimately to the students'.

A Modest Proposal

Change the thinking of the humanities faculty with regard to business--that's the simplest way to solve the dilemma. But it's also probably easier to eliminate the national debt in one year. So what can be done?

The first step is an awareness program. Begin with small groups of concerned faculty, or even individual faculty if necessary. Convince them of the importance of their role in training future businesspersons/professionals in a humanistic mode. No small task.

Appeal to their own self-interest. Point out how their value can be enhanced if they become more actively involved in "real world" problems. (Translation: they might be able to earn more money.) A recent feature in The Chronicle, for example, details the growing role of Maine educators as court mediators.

Lastly, and perhaps most simply, begin to establish a series of departmental or interdisciplinary courses on the professions. Start with one course on the businessman in literature, using one humanities faculty member or one business faculty member, or both working together. The bibliography on such a course is extensive (over 1000 items). Next establish courses on other professions: law (Dickens is a natural), medicine (Chekhov, W. C. Williams), and science/technology. Humanities faculty can be drawn from language, literature, history, philosophy. Enthusiasm can become contagious; you may find people coming to you with ideas.

Is this an easy task? Hell, no, but after all this is a modest proposal.

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THE MULTINATIONAL CORPORATION:
ENGLISH LANGUAGE TRAINING FOR IMPROVED COMMUNICATION

by Dr. Henri Sue Bynum

Significant changes in the state of the world economy have produced an ever-increasing number of multinational corporations. Faced with the urgent need to communicate within the corporate structure and among their clients, these multinational companies have accepted English as the medium of information exchange. As a result, these corporations are seeking English language training for their employees.

Colleges and universities across the nation have recognized the need for the development of non-traditional programs of language instruction. Forced to compete with the private sector, these institutions have begun to develop English for Specific Purposes programs which are decidedly different from the old "tried and true" conjugation, translation, structure drill methods of language teaching.

In fact the development and implementation of training programs for multi-national corporations may be the most non-traditional of all. Perhaps my point can be illustrated best by a description of an English for Science and Technology program provided by the University of South Alabama.

The negotiations lasted a little over two months, but at last the contract was signed and countersigned. The contract specified that we were to prepare forty Saudi Arabian nationals for the additional training they would receive in Petrochemical Plant Operation. Our task, then, would be to develop in the trainees a degree of fluency in English, a fluency which would allow them to learn the scientific and technological terminology and practices of the industry as well as the day to day language of interaction among supervisor and workers.

As we prepared to fulfill our obligation we discovered a number of anomolies which seemed almost insurmountable. Every curriculum designer must, at the outset, take into account three variables: 1)input, the degree of skill and or prior learning of the students; 2) skills or body of knowledge to be learned, and 3) expected outcomes or levels of appropriate achievement. When the student population is different culturally, a fourth variable, cultural orientation, must be included in the process. In order to accommodate the four variables, we determined that a needs assessment was in order.

Given the limited time we were alloted, such an assessment had to be abbreviated to the extent that we cannot truthfully report that an assessment was made. We were given only bits and pieces of information, much of which later proved false or at best overstated. For example we were told

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that the trainees would all be high school graduates approximately 17 to 35 years of age. Each of the trainees had been tested prior to acceptance in the program and had received an acceptable score. The test administered was not named nor was a synopsis of its contents, validity, or reliability presented.

As a result of the information received, we expected a group of forty young men who were literate and who had been selected on the basis of a test. Our questions concerning previous study of English as a Second Language yielded a qualified yes. We asked if the trainees could write in script and received the same evasive answer. Finally we wanted to know about previous work experience and were told that those records along with health records were unavailable.

Our next task was to discover the skill level which was needed for the subsequent study. Given the unknown level of achievement in English of the trainees we determined that a relatively standard four levels of study must be designed. The four levels would range from beginning, which presupposed no knowledge of English, through an advanced level which would be preparatory to the subsequent technological study. Each level would have a term of three months dividing the contracted year of study.

Our attempt to visit the subsequent training site was frustrated. In place of a visit which would allow us to assess the degree of linguistic sophistication required, we were given vocabulary lists and training manuals. Armed with these we designed technical vocabulary syllabi on the four previously described levels of study. We found that these syllabi must include names of hand tools, various gauges, processes, and operation terms. One piece of information we did manage to get was that both British and American terminology must be included. General vocabulary was to be taught in a separate class.

It was determined that an integrative skills concept would be used. Although the four skills of reading, writing, listening, and speaking would be practiced separately, some mechanism for integration must be devised. This, we reasoned, could be done in the vocabulary study facet of the curriculum. Grammar was to be taught using a straight forward drill practice approach and a standard text chosen by the contractor; composition would take the form of sentence to paragraph to report writing reflecting the future writing needs of trainees.

Instruction in handwriting was included for those who might be proficient. Listening and speaking, too, would focus on description and comprehension of directions and commands. Also included was conversational English which might be encountered in a factory or other industrial workplace. We included less precise speech which featured reductions and argot common to workers. Finally, we determined that even coarse language should be presented.

This final curriculum included: structure, reading, listening/speaking, writing, technical vocabulary, and general vocabulary. Trainees would attend class six hours per day five days per week.

The evaluation of trainee progress was based on performance in the various classes. Promotion from one level to the next was determined by the achievement of an average of 80 at the direction of the contractor. Unsuccessful trainees would repeat the given level until the 80 mark was achieved. Although we would administer our own test, we were told that from time to time contractor supervisors would administer their own tests to the trainees. Although we were given a general idea of the contents of the tests, we were not allowed to preview them. Our task, then, was to prepare the students as best we could knowing that a trainee might be whisked away at any time and placed in subsequent training. As we later learned, these students were taken based on training slot vacancies and not necessarily an adequate preparation. Thus the so-called "cut off" scores for "promotion" were flexible — lower if more slots were open and more competitive if slots were few.

The fourth variable proved to be the greatest challenge. Not only were the trainees from a country only recently modernized but at least half were from non-industrialized areas of the Kingdom.

We had been informed that the trainees would spend at least two years in the United States; therefore, it was necessary to include cultural orientation. Further our research indicated that, given the short period of time we had and the future careers of the trainees, great attention should be paid to their preferred or customary learning style.

Culturally rich visits were planned. These included visits to area sites and to tourist attractions. Other trips focused on industrial complexes, trade shows, and sporting events. Dinners and western style parties completed the activities. Guest speakers were scheduled on such topics as banking, health concerns, driver's training, and law enforcement. Films and pamphlets were presented. Trainees were encouraged to discuss cultural/social matter in class.

Further, our task included preparing trainees to assume the role of employee once they returned to Saudi Arabia. Such Western notions of punctuality and quality control were stressed. Absences were treated in the same manner as they would be treated on the job. Safety regulations were stressed.

In summary, our task was to prepare the forty trainees to live and work in the United States even though they would return to Saudi Arabia and assume their positions. Most of our curricular design had to be done intuitively since we had little advance information.

Regardless of the limitations under which we worked, the project was very successful. As our trainees went on to technical training, we received reports that our preparation had not only been adequate but even excellent. Our trainees completed the technology phase with little difficulty. There were, however, notable failures. Of the forty original trainees, six failed to achieve the degree of fluency required. In our own defense, it must be added that these six were non-readers in Arabic and had not completed even the sixth grade as we had been led to believe. These trainees simply had too far to go. They did learn to read at a proficiency level which might be equated to a third grade level for an American. We count that achievement as excellent.

This experience has been valuable to us. We discovered that our knowledge of the techniques of teaching English as a Second Language, our familiarity with the English language, its various registers and applications, and our ability to deal effectively with a wide variety of cultural aspects has served us and our students well.

Our philosophy has been and remains: We teach English language learners not merely English language. And for whatever reason an individual or corporation seeks to increase facility or fluency, one factor remains constant. Regardless of our preconceived or studied beliefs about how language should be presented, our responsibility remains with the individual learner, his aspirations, his motivation and the ultimate end to which his study with us will lead.

EMERGENT ORGANIZATION PROBLEMS IN UNIVERSITY PROGRAMS FOR NON-TRADITIONAL STUDENTS

David E. Duffee

Universities are changing. They are about to undergo more drastic change. As is true of many other organizations, the greater part of movement so far has been supplied by outside forces. Internal accommodations have been begrudging, small and late. Whether it is too late to suffuse the continuing accommodation with some foresight and desire, I do not know. I do know that the ultimate shifts in teaching strategy, the inevitable demolition of current pedagogical niches, the final acknowledgement that tomorrow will arrive will be far more painful if we wait until tomorrow dawns.

Last semester a student described to me in these words her perception of the typical approach to education in the liberal arts: "The professor huffs into class on the first day, slams his briefcase on the desk, and says: 'All right, I'm the best professor you've ever had, and this will be the hardest course you've ever taken, so take down my every word.'"

Whether the attitude toward learning which she described is as frequent as she suggested it to be, that it exists at all in 1985 is to me not disappointing but frightening. When tomorrow dawns on the professor, there may be no students left.

However, when even that professor is eventually forced to change, that final lurch of traditional higher education will shake loose a surprisingly large number of additional academics who already pride themselves on being concerned, accessible, adaptable, and creative. Many academic units which have emerged in the last twenty years to provide accessible education to "non-traditional" students may be momentarily

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warmed by the reflected heat from the enrollment crisis hitting the liberal arts and sciences units, which are not very adaptable. General education programs and a number of the newer professional programs, which have been for some time the stepchildren of academia, may easily don a false cloak of security as they hear the projection that declining enrollment will affect other units first. The newer, innovative units have already struggled, to some extent, to make education relevant to the doubtful and have already fought, to some degree, to build educational integrity through the learning process rather than through selectivity. These units have also explored, in some measure, the differences in pedagogy and resource management required to educate part-timers and older students. Consequently, faculty in these programs may have some difficulty accepting the prediction that they, too, are about to undergo change of crisis proportions and crisis dynamics. Ironically, these faculty who now may be hoping to enjoy the Biblical promise that the last shall be first are more likely to suffer the old organizational saw "last in, first out."

Why should we give credibility to such a bleak projection? Primarily because these newer, innovative units have not been autonomous in creation or current administration, and are likely to be even less autonomous when change begins to occur in the larger, more traditional university programs where tenured professors are next to God only because they have published less.

The faculty in special units for part-time students, older students, and educationally disadvantaged students tend to overlook both the historical context in which their programs have emerged and prospered and the structural linkages between their own programs and traditional arts and sciences programs. Innovative units for special populations emerged from a broad equal opportunity movement after World War II. Policy changes of significance would include the G.I. Bill, Brown vs. Board of Education, and President Kennedy's Great Society programs. Some of these changes have been targeted directly at higher education, others have had a more indirect and delayed influence through alterations in primary and secondary education, in employment policy, and in the economic role of women. These and related changes have expanded significantly the college aspirations of segments of our population who were not fresh out of high school and not enjoying the continued support of middle and upper class parents.

Our colleges and universities responded to these new students using the most typical accommodation pattern of organizations operating with slack resources: they not only expanded in size, they also diversified in structure. Rather than altering the teaching strategies and student orientations of existing units, colleges and universities added new units with new selection criteria, new schedules, new teachers, new resource ratios, and, to some extent, new subject matter.

This form of response is rational, at least in the short run, from a managerial perspective. It is simply easier in many respects to design a new unit with a new culture than to alter the preferences and behaviors in established units. While old dogs might learn new tricks, they do so only when spurred on by great necessity. Necessity was not present in the formative years of non-traditional units. But not only was necessity distant; university administrators also learned that the design of new units for new students could yield significant benefits for the campus generally, and for the untouched traditional units specifically.

Many of these benefits would appear to be based on a resource formula that, on the face of it, contradicts the documented needs of the new students. General studies units, minority student units, adult education units and so on, have often received fewer resources per student than have traditional units. Since many of the students in these units appear to need greater individual attention, the decision that the newer shall be poorer would indicate dubious commitments to innovative education or to equal opportunity ideology. However, such students have often been fairly powerless to complain since they have had little personal educational experiences on which to base comparisons. Moreover, they are often sufficiently isolated from other students and from traditional programs and sufficiently fragmented as a group that latent interests are not mobilizing. Moreover, both the faculty and administration of such units are often new to campus politics and are more likely to be publicly grateful, if privately bitter, about special dispensations from established faculty during the tenure and promotion process than they are likely to be active in furthering the cause of their students. The consequence of these combined factors is that resources based on enrollment of the new student groups can be used to underwrite more expensive, established programs.

A lesson the faculty of the newer units might wish to take from this developmental context and currently symbiotic structure is that their programs, while of value partially for the beneifts delivered to their own students, are of value partially for the benefits delivered to other academic programs. Their campus position is secure only so long as the net value of the derivative benefits to established programs is greater than the net value to established programs of delivering the same educational services directly. The greater the propensity for established programs to alter their selection criteria, student orientation, and program offerings as part of the required cost of change in order to maintain themselves, the greater the existing symbiotic structure will be perceived as unacceptable competition. If the faculty of the innovative programs wait for that inversion of perceived value to occur, they will quite likely lose.

What, if anything, can be done? As difficult and psychologically painful as it may be, the first step -- if such innovative programs are to be preserved -- is for their faculty and administration to throw off immediately the cloak of security woven from data suggesting that they are already reaching the underprivileged and underprepared student, the students unsocialized in the cultural life of universities, the student requiring specially scheduled class and individualized instruction, and the student who resonates to interdisciplinary, applied, and innovative subjects. These programs have been designed to attract these students, but the efficacy of design reaches only a level that satisfices in meeting their own constraints, because these attractions have developed in a university climate amenable to the ghettoization of innovation. These programs will be in crisis the moment their traditional colleagues accept the fact that their crisis is also dawning.

This argument does not deny that the innovative programs may have some strategic advantage over traditional programs in the knowledge of where and how to recruit, in the skill in how to teach, and in the substance of what is taught relative to recruitment and retention of non-traditional students. However, these units are also extremely resource poor in the campus political skill of their faculty, in the possession of time and person power which can be redirected toward development, and in their perceived legitimacy, not only across campus but also with their own students.

Their greatest weakness, perhaps, resides not in fragmentation of their student body by work and family demands, or in impoverishment of support staff and support facilities, or in the undercutting of faculty unity through part-time adjunct positions -- although all of these can be considerable disadvantages. The greatest weakness, rather, resides in the underdevelopment in both the substance and quality of their curricula, of the educational experience provided to students. Curricula in non-traditional units have indeed included some innovation in the "what" as well as with "how" students are educated. But the "what" has been poorly tended, out of both resource scarcity and absence of need. Since a portion of the growth of these units is based on their accessibility to the new student, some of their offerings have had only to duplicate the substance of traditional curricula in order to be attractive. When this accessibility difference appears, as it will, the residual core of innovative substance will be smaller than many might predict.

Unfortunately, translation of new knowledge and new pedagogic method with curricula requires time and energy above and beyond the requirements of normal faculty load. The non-traditional academic units may not be in a resource situation that will enable them to use their short range strategic position for effective long range advantage, because the normal faculty load is already relatively high. Moreover, the kind of load typically carried is not one in which priorities can be easily reshuffled. The more abstract activities of planning and designing, particularly when they have no firm deadlines, are likely to be driven out by the daily demands of teaching, advising, coordination of adjuncts, and by the weekly scrounging for an hour here and there to do some writing or conduct some research.

An additional problem for these units as they face the need to mobilize for change is that the demand is likely to be very threatening -- although threatening in a different way than will be true in established academic units, some of which face significant change for the first time. In newer university programs, those still struggling for legitimacy and recognition, the demand for change, the challenge to make the curriculum more coherent, more effective, and more assessable will arrive unpropitiously. The faculty may feel that they are running as fast as they can, so that any additional speed can lead only to a nasty fall. But, in addition, the demand for change may be taken as a criticism of their recent accomplishments. Indeed, the call for innovation to faculty who feel they are already different may be received as an interpellation of their basic values and commitments.

If that call arises from their own unit, it is likely to be seen as duplicitous and divisive. If it arrives instead from outside the unit it might be interpreted as merely unreasonable. However, higher university administration may be unlikely to issue a strong challenge in the first place, since central administrators may be more concerned with maintaining quality in established programs, on the one hand, and may be reasonably pleased with the kinds of services currently provided by their non-traditional programs, on the other. Thus, the administrators of non-traditional programs have an unenviable task ahead of them: to risk dissension and confusion among their faculty by urging change while simultaneously providing sufficient moral support and reassurance to a faculty who wants to know they have done well.

An emergent conflict in this situation is one found frequently in beleaguered social movement organizations. The task ahead, which seems insurmountable, pressures the individuals to seek constant reassurance from each other. A great deal of energy is expended in the creation of group solidarity and less energy is expended on the task itself. More time is spent talking about the task than accomplishing it. In addition, the centripetal social force within the group reduces avenues of entry for possible allies, at the very time when the group needs additional members to accomplish tasks. Consequently, the first step toward change, of admitting there is a problem, causes additional problems which are difficult to rectify.

Solutions are few and not well defined. One option is to press even more for the required change, increasing still further the emotional strain on the individuals. This direct approach may produce movement, but at a high cost in morale and administrators' time. Another option is to free the faculty from some of the normal, daily burden so that they have additional time for working through the emotional threat of change and mulling through the initial, opaque tasks of curriculum development. But this option probably entails the reduction of course offerings and students taught, and thereby risks the loss of resources. A third option is perhaps a modification of the second, since one of its objectives remains the reduction of load on full-time faculty. It would involve the redeployment of resources, to maintain the teaching load while altering the role full-time faculty play in maintaining that load. For example, the faculty might be freed from classroom responsibilities to act as curriculum managers. Without an increase in adjuncts, this redeployment may required larger enrollment in each class. And if the adjuncts are less familiar with and less committed to the special mission of such a unit than the full-time faculty, this strategy risks a dilution of the educational experience the faculty are working to strengthen. However, the full-time faculty would be more available to support adjuncts in a consulting and facilitating capacity.

The real dubiousness of this third strategy, on the face of it, is the attempt to maintain unit productivity by reducing the number of "front-line workers" (teachers) and increasing administrative overhead (curriculum managers). Whether this counter-intuitive deployment may in fact work depends, to some extent, on the relationship of the partitioned portions of the total unit workload to variation in the educational experience of its students. The greater the correlation between specifically credit-bearing activity and student learning, the worse the results of this "overload" strategy. Inversely, the greater the correlation between total unit articulation and coordination of tasks and student learning, the better this overhead strategy would work. Because there would appear to be close theoretical similarities between the structure of the general learning process and the management of an organizational unit as a learning system, the deployment of this counter-intuitive approach might be worth the risk.

A fourth strategy is considerably different than the first three and at first glance may be seen as a total capitulation to the greater political strength of more established units. Special units could be folded into more established academic units, a merger of the new and the old. This strategic maneuver is more likely to emerge from outside the special units rather than from within, unless the special unit was collectively convinced that saving some of its functions at the expense of losing its form was indeed the most feasible option under specific campus conditions. This option is perhaps most likely to emerge in universities or colleges where there are the fewest distinctions in the first place between the special units and other academic programs. The merger route may make considerable sense when (1) a campus-wide enrollment decline argues for reduction of administrative lines in addition to teaching lines, and (2) when the established units have granted faculty of the special units sufficient legitimacy that they might act as consultants and facilitators in the process of integrating non-traditional students into mainstream academic programs.

These strategies are not necessarily mutually exclusive choices, and several might be partially employed either simultaneously or in sequence. For example, somewhat short of total merger would be close cooperation among faculty units, either on teaching, or research, or both. A permeation of previously impenetrable academic boundaries is likely to serve special units well, particularly if visibility or perceived legitimacy are low. Option one, greater direct pressure for change, may be more acceptable if it can be coupled with option two, a temporary reduction in teaching load. The message would be: This change is so important that it must be accomplished now, and consequently these normal duties can wait, but only for a specified period. Finally, option three, explicitly recognizing and husbanding faculty managerial capacity, is probably embedded in all the others to some extent. However, it becomes effective only to the degree that faculty can recognize collective interests and become skilled in using strategic behaviors to accomplish pedagogic ends.

AN ALTERNATIVE APPROACH TO THE TEACHING OF NON-LATIN ALPHABETS

Lawrence Hall

The acquisition of a non-Latin alphabet can be viewed as a microcosm of some pedagogical pitfalls involved in the general learning process; it can also be used to demonstrate that more efficient methodologies can be developed through the application of principles and means outside traditional teaching methods. For the purposes of this paper, acquisition of an alphabet means that the learner acquires an ability to sound out words written in the alphabet without necessarily knowing the meaning of the word. Acquisition of this skill by traditional methods often is a time-consuming process involving considerable effort on the part of the learner. For example, at the college level, at least one week is usually devoted to learning the Russian alphabet. Needless to say, this process alone contributes considerably to the high attrition rate in Russian language classes. For some, the very configurations of a non-Latin alphabet are so intimidating that only the most highly motivated student is willing to tackle the language in question. The primary difficulty with traditional methods, however, lies not in the nature of the subject matter itself, but in the organization and presentation of the material.

The Problem of Traditional Approaches

Several elements in traditional approaches are counterproductive because they do not take into account the true nature or the psychological realities of the learning process. For example, there is often a detailed presentation of information unnecessary at this stage of learning: the names of the letters, alphabetical order, and detailed phonetic descriptions largely incomprehensible to anyone other than a trained linguist. In addition, the usual presentation of the letters as discrete units, one by one, when they are actually a part of a system, is an intimidating process implying that, since we can only consider them one at a time, learning their characteristics and sound values is a difficult task. In the methodology described here, the alphabet is presented as a system which the learner is allowed to figure out for himself, using his own resources. Traditional approaches generally do not take into consideration recent research in left-right brain lateralization. They tend to be geared to the analytical left side and largely ignore the abilities of the right side.[1] The discovery of brain lateralization and other investigations in psychology and brain research have led to the development of certain principles and means which have applications not only in the acquisition of non-Latin alphabets and foreign languages but of other information as well.

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Theoretical Considerations

The methodology described here largely adheres to principles and means applied to foreign language teaching by Georgi Lozanov.[2] These principles are based on the notion that man is governed by certain psychological laws. For Lozanov, every communicative act involves conscious and "paraconscious" mental activity simultaneously. Stated differently, every communicative act entails both conscious and subconscious activity which includes both hemispheres of the brain. The organization of the communciative act (i.e., the presentation of the didactic material) may either inhibit or enhance this activity. Lozanov's work is based on three important principles: that the learning process be joyful and without stress; that the whole brain be engaged on both conscious and subconscious levels; and that the instructional material activate a reserve complex during which process the learner performs beyond the expected norm. The joy in learning comes from the pleasant experience of the easy assimilation of the material and the sense of accomplishment when a new skill level is reached. This must be accomplished in a secure, unstressful environment in which the learner can achieve a calm state of mind not influenced by considerations other than the task at hand. An unusual level of concentration is achieved in which both conscious and subconscious learning can occur. Perception as well and synthesis and analysis occur on a subconscious level. This is in keeping with the well-known fact that information or stimuli are better perceived on a subconscious level when the subject is in a relaxed state, and that that information or stimulus is better remembered after some time has passed. In addition, experiments have shown that the greater the emotional charge associated with an item to be learned, the better is the retention. Finally, for Lozanov, the pedagogical material must be designed to tap into the reserve complex which consists of memory reserves, intellectual activity reserves, and creativity reserves which go beyond the expected norm. The material must tap into this reserve in a manner analogous to the way that fear taps into the adrenalin reserve which provides energy and strength beyond normal expectations. These three principles are applied by three means: psychological, didactic, and artistic. The functions of these principles and means will be illustrated in a methodology for teaching one non-Latin alphabet: the Hebrew alphabet.[3]

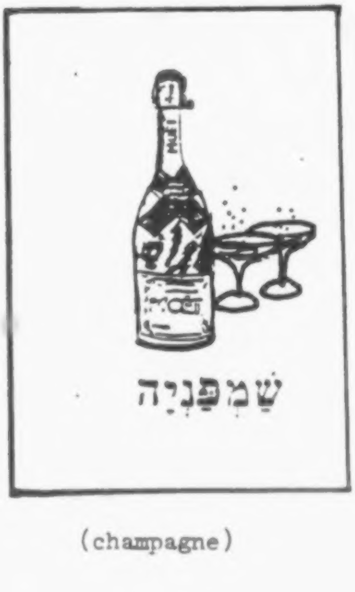
The Model

This model is designed for adult English speakers. The materials are divided into three major parts: (1) a series of forty-one drawings illustrating loan words from English or cognates which are used in everyday modern Hebrew and which can be recognized by an English speaker, e.g., tea,sandwich, panda, coca cola , sack, yacht, etc.; (2) a series of word games. Each game consists of a group of words, one of which does not belong to the group for semantic reasons. The learner is asked to identify the word which does not belong; and (3) a simple story which is told using both English and Hebrew. The materials are presented in two sessions over a two-day period. This is done in order to allow the subconscious mind to assimilate and systematize the information. The first session lasts about fifteen minutes; the second two or three hours. The whole process takes about two and one-half hours, on the average.

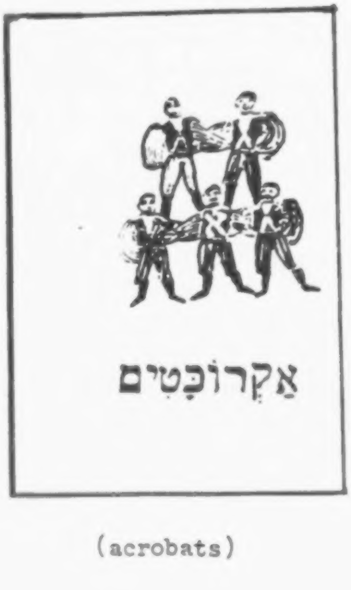
The first session begins with guided imagery. A taped voice takes the learner on a short imaginary trip to the accompaniment of soothing background sounds. The learner is asked to imagine himself experiencing the pleasant scenes described in the guided imagery. This experience induces relaxation and makes the learner more responsive to the learning process.

After the learner has experienced the guided imagery and is in a relaxed state, he is exposed to his first Hebrew word. The word שוקולד (chocolate) is chosen because it is a substance with almost universal appeal, having an almost emotional quality about it. The Hebrew method of writing is demonstrated. Using a brown marker, the teacher points out, letter by letter, how Hebrew reads from right to left, how vowels may be written under the consonant or between consonants on the line. This process is done very quickly and in a confident, matter-of-fact way. Remarks are made about the beauty and aesthetic value of the Hebrew lettering as well as the fact that it is the original script of the Old Testament. This is done in order to establish some emotional tie in the learner to Hebrew.

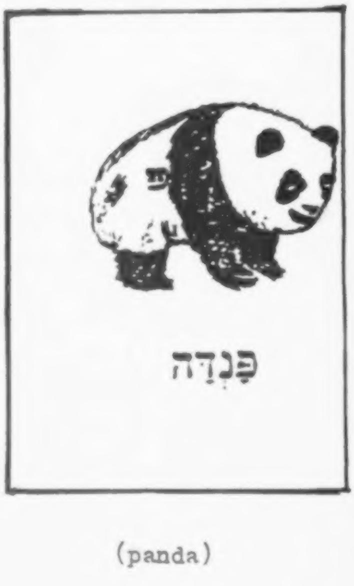
The illustrated words are used to expose the learner to the entire alphabet. Although individual letters are being taught, they are presented in terms of a meaningful context, here a word, which can be more easily retained. The illustrated loan words, although pronounced slightly differently, are easily recognized by an English speaker. As can be seen in the following examples, each drawing emphasizes one letter of the alphabet which is concealed in the drawing and is designed as a stimulus for subliminal apprehension.



(champagne)



(acrobats)



(panda)

The concealed letters are actually liminal, since they can be seen if the viewer is aware of them. The concealed letter is repeated in gold in the caption beneath the drawing. The learner is expected to make a subconscious association between the gold letter and the concealed letter. Each of the other letters in the caption is given a different color. This is done so that the learner can distinguish those letters that consist of two discrete parts. In other words, if the captions were written in black, it would be extremely difficult for the learner to determine which diacritical marks were associated with which symbols.

Against a background of baroque music, the learner views each of the drawings for about ten seconds as each word is pronounced twice. The music is assumed to facilitate the apprehension and retention of the material. The learner is asked to hold a pencil with a good eraser in his left hand if he is right-handed, or in his right hand if he is left handed. He is asked to press the eraser with his thumb each time a word is pronounced. The basis for this movement is an assumption of a kinesthetic correlation between memory and hemispheric lateralization. Pressing the eraser and the music have, in addition, a psychological placebo effect---something special is being done to bring about unusual results. The whole process, including the guided imagery, the discussion of the word "chocolate," and the viewing of the illustrated words, takes about fifteen minutes. After viewing the illustrations, the learner is excused and asked to return the next day, prepared to work for two or three hours. There is no homework assignment.

When the learner returns, he finds the drawings covered with opaque sheets leaving only the captions exposed. Each cover has a hint or clue written on it. שַׁמְפַּנְיָה(champagne) for example, has the clue "a bubbly drink," אַקְרוֹבָּטִים(acrobats) are "circus performers," בָּנָנָה(banana) is "a tropical fruit," etc. The learner is advised that he may or may not require the hint as he proceeds with the task of "reading" or guessing the word. Drawing on his general knowledge, the learner is generally able to identify the captions. Moving slowly at first, the teacher points out each letter and also provides the correct pronunciation of the word. All silent letters and diacritical marks are left black; only letters with sound values are in color. At this stage, the learner is concerned with sounding out words, not with the rules of writing. The learner is asked to sound out each word and identify each letter as he progresses. By the time he has reached the end of the illustrated words, he can recognize the letters of the alphabet with relative ease. The word games which follow are designed to wean the learner from the illustrations to the written word alone.

The ten word games consist of groups of words containing one word which does not belong to the group for semantic reasons. The learner's task is to read the words and find the word which does not belong. Thus his attention is drawn to an intellectual task that diverts him from the actual task at hand, demonstrating his ability to read a word without the support of an illustration. The first five groups are made from the now-familiar illustrated words. In order to ease the transition, the color theme is carried through. But now each word is given a color rather than each letter. For example, המבורגר (hamburger) does not belong to the group לימון (lemon). מלון (melon), בננה (banana), אבוקדו (avocado). The last five groups are written entirely in black, and are based on general knowledge, For example, אפולו (Apollo) does not belong to the group ונוס (Venus), מארס (Mars), סאטורן (Saturn), יופיטר (Jupiter), אוראנוס (Uranus), מרקורי (Mercury). After completion of the word games, the learner is comfortable with the Hebrew characters and is prepared to sound out any word. Practice for this new skill is provided in the last exercise, which also builds the confidence of the learner---a story written in both English and Hebrew.

The story is told in English with Hebrew loan words to complete the meaning. The story provides a context or background for the Hebrew words, and thus myriads of associations which allow the learner to proceed quickly through the eighty-seven loan words or cognates. The story begins with a trip to ישראל (Israel) and continues as follows:

> Since you are travelling abroad, you will need a פספורט (passport). Since you will be travelling during the hot month of אוגוסט (August), you should wear light clothing made of כתנה (cotton). A lady traveller will have with her some קוסמטיקה (cosmetics), and, for washing her hair, some שמפו (shampoo). Of course, travelling is expensive, so you will need to take with you lots of דולרים (dollars)....

Again, the stress is not on dealing with individual items (words), but with placing those items in a context (global format) which enables the learner to shift easily from the domain of the known (his general knowledge) to the domain of the unknown (the Hebrew alphabet). At the end of this exercise, the learner has acquired his new skill and is prepared to sound out any Hebrew word and to learn the exceptions and other intricacies of the writing system appropriate to a more advanced level.

Conclusion

The success of this methodology for teaching Hebrew has wider implications. Obviously, the continuing development of an "international vocabulary" will provide a basis for developing similar models for languages having non-Latin alphabets such as Arabic, Japanese, and Korean. But there is the even more important notion that seemingly difficult material can be learned with relative ease, i.e., with no homework or "studying" in the usual sense of the word, if the didactic material is properly prepared in an aesthetic format that taps into the innate abilities of the learner and incorporates all modes of learning. Lozanov's basic principles are receiving confirmation in ongoing basic research. An important task for the teacher is to gain a better understanding of these discoveries so that materials and teaching styles can be developed that are responsive to the psychological makeup and intellectual capacity of the learner.

NOTES

1. For a discussion of some problems of traditional language teaching methods, see James J. Asher, "Fear of Foreign Languages," Psychology Today, 15, No. 8 (August, 1981), pp. 52-59.

2. Georgi Lozanov, Suggestology and Outlines of Suggestopedia (New York: Gordon and Breach, 1978).

3. For similar methodologies for Russian involving different formats, see Lawrence Hall, "Reading Russian: A Strategy for Rapid Mastery of the Russian Alphabet," Russian Language Journal, XXXVI, No. 125 (Fall, 1982), pp. 211-219; rpr. in Soviet-American Contributions to the Study and Teaching of Russian: Theory, Strategies, and Tools, eds. Richard D. Brecht, Dan E. Davidson, and Munir Sendich (East Lansing, Michigan: The Russian Language Journal, 1983), and "A Manual for Rapid Individualized Mastery of the Russian Alphabet," Proceedings of the Third National Conference on Individualized Instruction in Foreign Languages (Columbus, Ohio: The Ohio State University, 1984), pp. 97-113.

THE DEVELOPMENT OF CRITICAL THINKING SKILLS IN DISTANCE-LEARNING

Robert Hassenger

Distance-learning students—like those on college campuses—often have specific professional or vocational objectives that shape their degree programs. But some, while learning things that enable them to broaden their professional/vocational competence, are concerned that they have less understanding than they would like of the larger picture, of the technological and social changes that have a clear impact on their careers and personal lives.

Empire State College does not have a core curriculum, committed as it is to the principle that there is no single set of books or courses that every student "should" have; the coherence of a degree program is determined by each student, and is generated by his own educational objectives.[1] Often, in designing his degree program, students enroll in a Center for Distance Learning course, Ways of Thinking.

The perspective that informs this course is that it is as important to know how to ask questions, and to be able to evaluate what constitutes a valid answer, as to know about the answers themselves. What Ways of Thinking seeks to develop are the intellectual skills of analysis, synthesis, and evaluation, which are essential for genuine learning. Yet they are often not cultivated directly in colleges and universities.[2] Students are apparently expected to acquire these while learning content-oriented subject matter.

Although the focus of Ways of Thinking is the development of critical skills, the "content" of the course is the nature, meaning, and functions of a college education. Students read four books, representing significantly different approaches to higher education and the assumptions of their authors.[3] The course is designed to lead students to examine these assumptions, the lines of argument followed by the authors in making their cases, and their uses of evidence. Four progressively difficult assignments are intended to lead students to the development of, first, analysis; then analysis and synthesis; and, finally, analysis, synthesis, and evaluation. In a final, integrating, paper, the student formulates his own statement about the nature, meaning, and functions of higher education, both generally, and for himself. This statement often becomes an integral part of the rationale written by the student for his individualized degree program, and is presented with his portfolio of prior learning.

For those who seek to further develop these skills, two upper-level courses have been designed, adapted from a British Open University course. These Modes of Inquiry courses are grounded in the belief that the questions

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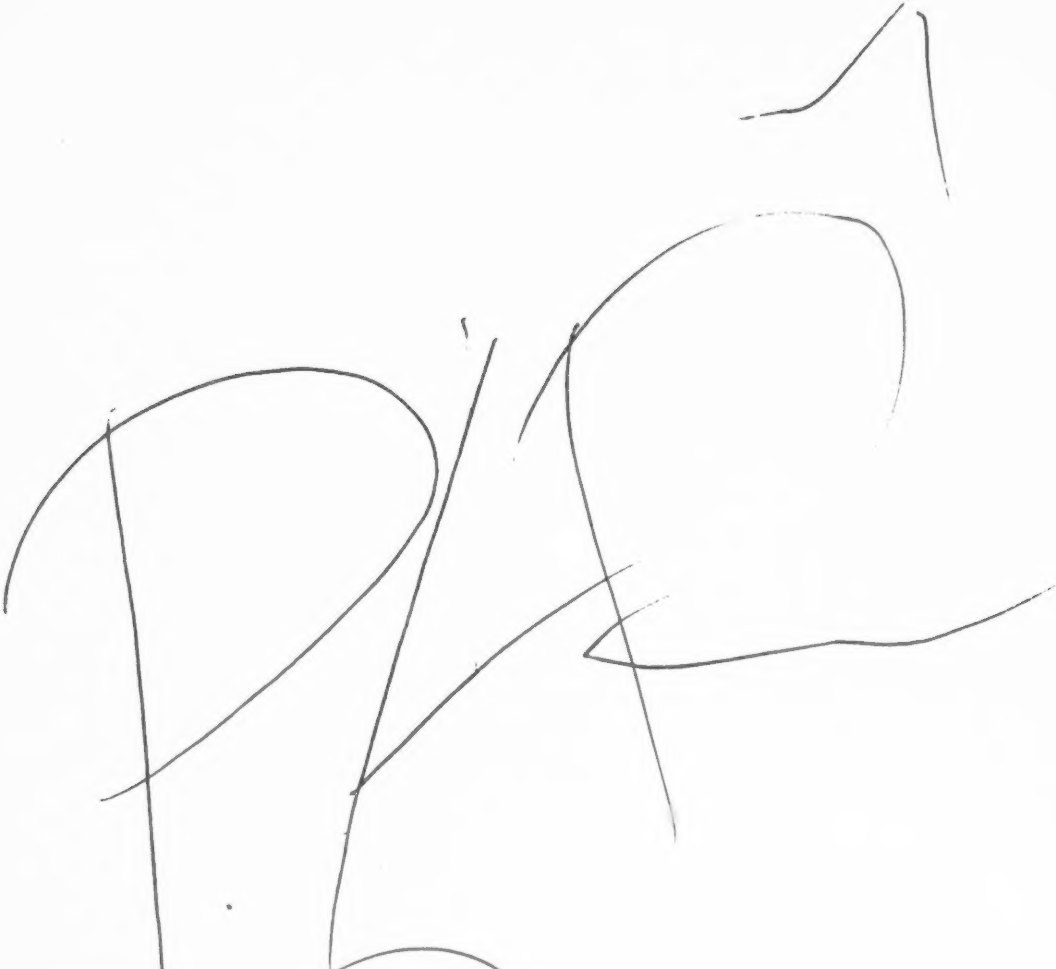

asked by scholars of various stripes and habits tell us more about them, and the cultural contexts within which they operate, than about "knowledge" or even "disciplines" themselves. In Modes of Inquiry, students are provided opportunities to examine the often unexamined (and even unstated and perhaps unrecognized) assumptions that define the range of issues to be considered, and questions asked, as well as the methods that are accepted as appropriate, in various forms of inquiry. As an outcome of the courses, students should be able to recognize that theories circumscribe the range of acceptable questions, methods, and answers in the various disciplines, and the terms in which these are addressed.

The first Modes of Inquiry course considers the ways knowledge has been organized, historically, and how the scientific method has evolved. The focus is on the physical and biological sciences. Those completing the course should be able to demonstrate an understanding of why the classical deductive method came to be rejected, and what the inductive method entails; to describe and illustrate the hypothetico-deductive method; to define and illustrate the meaning of "proof" in scientific inquiry; to describe the kinds of explanation sought in scientific inquiry, and the relationship between explanation and prediction; to discuss the role of theory in science; to discuss the various meanings of "scientific revolutions"; and to identify at least two meanings of "objective," and give examples of how these meanings differ.

The meanings of "objectivity" are a theme in the second four-credit course, as the social sciences and humanities are contrasted with the physical and biological sciences. In Modes of Inquiry II, students should come to understand how the ideological positions of scholars become difficult to separate from the work they are doing, as they examine "inquiries" into the Civil War in Spain by historians, poets, and artists; consider the relationships between art, other media, and historical (including contemporary) events; explore the meanings of "objectivity" in the work of the journalist and editorial writer who is interpreting "present history"; examine some of the potential conflicts between the work of the scholar and the requirements of national security; explore some of the methodological problems encountered by the social scientist, and how his mode of inquiry can be seen as lying between the approach of the natural/biological scientist and the scholar in the humanities; examine the role of ideology in inquiry; and consider some of the limitations of inquiry in attempting to resolve issues with "practical" —even ethical—implications.

These are demanding courses. We are fortunate to have the first-rate materials developed at the British Open University, to adapt for students in the U.S. Have we been successful? Can such rigorous teaching and learning be done at-a-distance? Although our experience over the two years in which these courses have been offered is, as would be expected, mixed, we think we have made a serious effort to encourage "inquiry, abstract logical thinking, critical analysis" (AAC Report, p. 15) in our students.

Notes

[1] Change Magazine Press. The Great Core Curriculum Debate (New Rochelle, N.Y.: Change Magazine Press, 1979); Hall, J.W. with B. Kevles. In Opposition to Core Curriculum: Alternative Models for Undergraduate Education (Westport, Conn.: Greenwood Press, 1982). The male pronoun is used as a convention, and is intended to have no sexist implications.

[2] As is reflected in the first suggestion for a "minimum required curriculum" in the Association of American Colleges' Integrity in the College Curriculum: A Report to the Academic Community (Washington, D.C.: Association of American Colleges, 1985), p. 15.

[3] John Henry Newman, On the Scope and Nature of University Education; Clark Kerr, The Uses of the University; Gerald Grant and David Riesman, The Perpetual Dream: Reform and Experiment in the American College; Samuel Bowles and Herbert Gintis, Schooling in Capitalist America.

SERVING THE NEEDS OF ADULT LEARNERS: UNIVERSITY WITHOUT WALLS, A PROGRAM THAT WORKS

Mary Ellen Jukoski

Bill, age 35, a full-time policeman for the City of Denver. He wants to obtain a degree in criminal justice.

Helen, age 43, married, mother of three teen-agers, part-owner of a retail store. She seeks a degree in business administration.

Jeff, age 28, newly returned from Somalia, Africa, where he was working with the Peace Corps. He has two years of prior college learning and seeks a degree in international business.

Mary, age 50, married, with three adult children and four grandchildren. She returns to college to finish a degree in history, she started more than twenty years ago, before she was married. She wants to go on to graduate school and eventually teach in a college setting.

These brief sketches provide a profile of the diversity of adult students the University Without Walls program serves in the Denver area and throughout the state in the student-at-a-distance program.

The University Without Walls (UWW) program was initiated twelve years ago at Loretto Heights College. Originally, Loretto Heights was one of twenty-two institutions that was invited to participate in the Union for Experimenting Colleges and Universities national project to establish an alternative degree program. This project was funded in part by a grant from the United States Office of Education and the Ford Foundation. The goal of this national project was to provide access to higher education to the "new" and growing numbers of students seeking college degrees. Many of these students were older adults who brought a myriad of experiences to the educational setting. Often these students had completed one or more years of college, were married, had families and were employed full-time. The UWW program provided the right blend of opportunity and flexibility to complete a degree.

One might ask why UWW has been a successful program for serving diverse adults. I think the answer lies partially in the program design. Let me explain.

Students who apply to Loretto Heights and are admitted are expected and required to attend an orientation seminar before they enroll. This is one of the few requirements we have in the program and the purpose of this half-day session is to fully acquaint a student with how one earns

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a degree using the UWW processes and procedures. We think it is very important that a prospective adult student understand the program. We also think it is helpful for them to know the time commitment, self-motivation and hard work that is expected and required. The orientation session is very helpful in giving a realistic picture of the program and is a factor in producing a high retention rate.

At the orientation session each student is assigned an academic advisor. Advisors are matched to each student according to his/her area of study and interests. The academic advisor works closely with each student from the beginning of his/her program to the completion of his/her degree. The advisor plays a critical role in helping a student in the planning, developing and evaluating of his/her program. The student and academic advisor chart a course of study (degree plan) and decide the learning activities (learning contracts) that will comprise this plan. The learning contracts are designed to meet each student's learning needs, incorporate prior experience, and professional goals. The academic advisor assists a student in identifying appropriate resource persons for each new area of learning. The resource person will assist a student in obtaining new knowledge and skills. Sometimes resource persons are professionals in the community who have the academic credentials and work experiences to provide the expertise needed by a student in his/her particular area of study. Students soon realize that the community environment as well as the academic institution they attend can provide a wealth of helpful and talented resources to employ in earning a degree.

With this thumbnail sketch of how UWW operates, one might ask if there are any characteristics which make this an effective and quality program. From the students who are enrolled and the faculty who work in this program, I would like to share the following:

First, UWW is flexible. Due to the variety of students seeking baccalaureate degrees, the UWW program allows students to study at times and places convenient to their personal and professional schedules. Students may enroll in regular classroom courses, design independent study courses. Working closely with a resource person, they can be involved in an independent field practicum which allows them to apply theory by practice, or they can participate in a seminar in their particular field of study. Each of these learning options can accommodate any student's particular learning style, areas of expertise, as well as individual needs.

The UWW program operates twelve months a year and students may enroll every month except May, August and December. The semesters are sixteen weeks long and a student may complete three per year. Since many adults sometimes have work and personal commitments which interfere with their studies, a student may "stop out" for a semester without jeopardizing their academic program.

Second, UWW is personal. Students are assigned an academic advisor who works closely with the student from the beginning to the completion of his/her program. The academic advisor in many ways becomes a mentor, a professional role-model who is sensitive and understanding of the diverse learning styles and needs of the students he/she works with. Students know there is someone they can call on when they need someone to discuss ideas, solve problems, and make decisions.

Third, it is individualized. Students design a degree plan which is fitted to meet their learning needs. The degree program takes into account a student's personal experiences, job related skills and prior college learning.

In addition, students are responsible for designing their own individualized learning contracts in consultation with their academic advisor. They take a thoughtful role in designing what they will learn - the content and how they will learn - the process. Each new contract becomes a "new course." Students realize that they are responsible, active participants in the learning process.

Fourth, UWW is responsive. The program tries to provide an environment which facilitates and supports adult learners. Faculty and staff are accessible to students and are open to the varied requests they may have about their learning activities. Students are encouraged to be original in designing their learning contracts and to creatively use their personal experiences to enhance their learning.

Fifth, UWW is a developmentally-based program. Many institutions of higher education have educational practices which are usually well oriented toward the conformist level of ego development and to memorizing, applying and analyzing levels of intellectual development. Few curriculums, courses, classes, seminars, or examinations help students build knowledge from personal experiences and personally generated syntheses and paradigms. The UWW process and/or procedures are designed to be responsive to the various stages of adult development and individual styles of learning. The intent of each state of the UWW process is to prepare adults at various stages of their development to fulfill both personal and professional goals. Since the student population represents a greater variety of stages of development than is normally apparent in a student body representative of the usual college population, greater care needs to be taken to assist adults in harnessing the broad spectrum of knowledge derived from work and other experiences in the teaching-learning situation. Finally, individual adults at different levels of development learn in different ways. These factors, coupled with the recognition that people learn more effectively when there is a variety of stimuli, influence the design of specific learning activities for each individual student. The chart at the end of this paper, provides more detailed information as to how UWW implements developmental practices at each stage of the program.

Lastly, UWW is evolutionary. The UWW concept is one that is in a constant state of assessment and evaluation. The structure of the program is stable, yet the administrative policies and procedures remain minimal and flexible. The UWW faculty are autonomous in making programmatic and curricular decisions which are in keeping with the best interests of adult students without short-changing the quality of the program. While the program maintains a healthy autonomy apart from the traditional college, the program is accepted and integrated throughout the college - a number of traditional faculty do independent studies with UWW students, the learning contract has replaced the course syllabus in some classes, a few faculty members have split appointments -- advising in UWW and teaching in the traditional college.

These characteristics embody the philosophy of UWW. The program is successful because it is able to change to meet the needs of the diverse adults it serves.

If your institution is looking for a program that works and that meets the needs of adult students, why not give the UWW concept a try? You will be glad you did.

CHART #1

THE PROCESSES OF UNIVERSITY WITHOUT WALLS PROGRAM OF LORETTO HEIGHTS COLLEGE
Their Relationship To Adult Developmental Needs and Tasks, and Intended Outcomes

UWW/LHC Process and/or Procedure	Adult Developmental Need/Task	Intended Outcome
1. Individualization of each B.A. program	Autonomy, directing one's own path, permission to be self, respect for each individual's goals, "adult" response to adult learner	Increase trust of one's own decisions; match of each program to unique background and goals of each individual; non-competetive learning; ego development support
2. One-to-One Faculty Advisor/Student Relationship	Intimacy in an adult relationship, values clarification, opportunties; time and attention from an academic person and potential mentor	Experience with a non-judgmental, supportive (non-family) adult; mentor provided; potential role-model; mutual trust
3. Degree Plans (approved at four points in the program)	Establishing priorities and own directions; gives self permission to do, with affirmation and approval from respected others; visions for the future; career directions	Planning skills, time management skills financial/resource allocation skills; career plan and/or graduate school plan; explicit statement of commitments for future and long-range goal-setting
4. Learning Contracts (written each semester for each learning experience)	Re-organization of resources and energies; goal and objective clarification; mutual commitments with others; conceptual skill development; writing competency; consciousness of 'why' and 'how' of learning styles	Planning skills, directionality for purposeful action and behavior, explicitness, writing skills, conceptual skills; selection of manageable objectives and tasks within resource constraints
5. Learning Stipends (a portion of tuition requested by the student to pay for off-campus learning resources)	Experience in financial management and budgeting within constraints; consumer attitudes regarding getting 'the best value' for each dollar	Budgeting skills with limited resources getting best buy in the educational marketplace; confidence in the use of money; essential control over the purchase of one's own learning resources; trust in one's own judgment; re-affirmed by others

CHART #I . Cont.

UVW/LBC Process and/or Procedure	Adult Developmental Need/Task	Intended Outcomes
6. Use of the Entire Community as a potential Learning Resource (Courses at many colleges, Resource Persons as instructors, training programs, seminars, internships, etc.)	Gaining knowledge of academic worlds of work; identifying options; understanding community systems; new career/job opportunities and experiences; widening learning options	Potential job/career entry; puts student "in charge" of own choices, as a selective consumer; self-confidence in seeking what one needs.
7. Use of Adjunct Faculty or Resource Persons (instructors: college faculty or professionals, selected for their expertise)	Needs for mentors and role-models; needs for gaining new knowledge and competence	Confidence in calling upon important persons and asking for what one needs new opportunities for mentoring and role-model selection; gaining a professional advocate; enhances respect for "successful" real life career professionals and gives insight into their careers and education
8. Personalized Evaluation: Group, oral, and demonstration of competencies	Honest evaluation and affirmation by others of achievement and self-evaluation needs for success; gaining support and mature judgment of respected others	Assessment of one's own competencies a achievements, explicitness, conscious-ness and awareness of cognitive and affective learning, as seen by self and others; coordinating ability
9. Narrative Transcripting ("Course" description written by the student on each learning experience each semester	Writing skills; need for mechanism for review and statement of what has occurred; documentation skills	Explicitness. consciousness of what one has done; skill in reporting on one's own behalf, to be read by oth (graduate schools, employers, etc.)
10. Advanced Standing Credit Evaluation for Assessment of Non-college Prior Learning—written proposals and convening of Evaluation Committee	Identification of worthwhile aspects of one's life which are valued by others and by an institution (in the form of academic credit); self-confidence building; practical ability to document and report about one's life; time saving; "time running out", money saving	Self assessment skills and appreciation of own competencies; skill i writing a resume in both chronologic and competency terms; shorten time f degree completion; writing and oral skills; conceptual ability to conve activities to competencies and learnings; co-ordinating and organi skills

CHART #1, Cont.

UWW/LHC Process and/or Procedure	Adult Developmental Need/Task	Intended Outcomes
11. Pre-degree Review (session to review entire B.A. degree program in terms of balances, requirements, and future goals); Areas of Analysis	Techniques for reflection and analysis; match of personal views to 'world view'; plan for the future	Critical thinking skills; written and oral communication skills; cognitive and affective growth
a) Use of Theoretical and Practical Experiential Learning	Appreciation for knowing 'why' as well as 'how to'	Increased career competence, vocationa relevance; skills in reflection and 'why'; job placement; immediate ent into labor market
b) A Variety of Methods of Learning--(courses, independent studies, field projects and special seminars	Knowledge of own learning styles; needs for intimacy, needs for group interaction, needs for privacy	Experience with aloneness; one-to-one study, group study; learning about one's own best learning style; creating habits of life-long learni or generativity (vs. stagnation)
c) Breadth (liberal studies, minimum 43 cr.) and Depth (Area of Concentration, minimum 30 cr.)	Learning relevant to the vocational, personal, civic and leisure aspects of life; need for integration and wholeness and ego integrity	Balanced classical B.A. degree; symbolizing, "The Educated Person", prepa for the world of work
12. Degree Review a) Major Work b) UWW Permanent File c) Degree Summar d) "Reflections" (written or oral comment synthesizing all program elements, with emphasis on affective domain)	Closure; integration, celebration and ritual for "marker events"; sharing accomplishments with caring and significant others. "Fit" of self with activities and world.	Integration; prioritization; synthesis; skill in reflection on meaning of activities; Affirmation and assertion of self in presence of supportive others; self-confidence; B.A. degree; celebration of accomplishment of goal; projection for the future and assumption of responsibility for self-directed, life-long learning. A sense of wholeness

WEEKEND COLLEGE CONFERENCES:
A CUMULATIVE APPROACH TO LEARNING FOR THE NON-TRADITIONAL STUDENT

Carl E. Rollyson Jr.

In the mid-1970's, when I began teaching in the Weekend College Program of Wayne State University, working adults enrolled in a non-traditional, interdisciplinary, Bachelor of General Studies (BGS) degree curriculum. Full time students took three four credit courses. Each Weekend College division (Humanities, Social Science, and Science and Technology) offered television, conference, and workshop courses designed to complement each other by concentrating on three aspects of a broad topic. Thus the Humanities division would support a winter quarter American history television series with a conference on American film and a workshop on American literature or the other arts. In their final year, students took upper division theory and method courses that built upon the curriculum in the lower divisions. A senior essay on a subject they selected was also required. Full time students graduated in four years, and much of their academic experience occurred off campus. Conferences, however, almost always were scheduled at Wayne State in order to take advantage of facilities that were not available in other locations.

There have been many changes in the Weekend College curriculum and in the student body in the past several years. The College is now on the semester system, television and conference courses are three credits, students often register part-time and frequently eliminate conference or television components. Such students supplement or replace part of the original twelve credit model with specialized classes related to their occupations. Weekend College is still a general education program, but it has diversified to accommodate community college technical degree graduates who are earning a Capstone BGS. What has not changed, however, is the concept of the conference as a cumulative approach to learning for the non-traditional student.

For many working adults the weekend conference, meeting three times a semester for a total of six days, remains an attractive option at registration. Students quickly find out, however, that conferencing from nine to five Saturday and Sunday is also the most tiring form of learning. Several years ago, a Provost at Wayne State visited a conference and complained that it was impossible to maintain one's attention over such a long learning period. For some adults returning to school after several years of absence from formal study, three intense weekends of lectures and other activities constitute a bombardment of the intellect from which they are hard put to recover. As a result, some of our faculty have considered the conference the weakest part of our course delivery system. Yet the idea of conferences continues

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to attract many faculty and students--whatever their gripes against long weekends--who sense that they have engaged in a kind of learning for which there is no substitute. Neither on television nor in the weekly classroom is it possible to experience quite the same incremental approach to knowledge that is, as far as I am concerned, the raison d'etre of the conference.

For about an hour, at the very beginning of a weekend, I will talk about modes of learning, about television, conferences, and workshops. Like television, conferences can offer variety--films, remarkable guest speakers, and occasionally off campus, on location visits to museums, factories, libraries, or wherever we choose to make a learning site. Unlike television, conferences can bring students in direct contact with speakers and resource persons, who do not read academic papers. Instructors speak conversationally and take questions--sometimes during as well as after a presentation--so that students have a certain control over the rate at which they learn.

Guest instructors rarely stay for a whole conference, however, and the coherence of weekend study is therefore in danger of disintegration. This is where students can help by asking questions that address conference themes. As I tell students in my conference introduction, it is partly their responsibility to unify the weekend. As coordinator, I am obliged to make speakers aware of the conference environment--which includes both the mood of the students and the caliber of the learning that has gone on so far. A guest instructor may still bomb, I warn students, even though I have been careful to orientate him or her to conference concerns. I urge students not to give up on the whole weekend and to resist the natural inclination to be less patient with subsequent speakers during an arduous day.

Both students and guest instructors have to realize that a successful conference requires extraordinary cooperation. It is not enough for students to sit back and take it all in because soon they find themselves sliding down into their seats and snoozing. Instructors, on the other hand, have more than a subject to convey; they have an audience they must move. Speeches must be kinetic--even if it means walking up and down the aisles of the auditorium and talking to students individually, as one sociology professor from the University of Michigan did a few years ago. I have no objection to standing behind a lectern, but the speaker must also come out from behind that prop and allow for immediate interaction with an audience that will return to the speaker as much intellectual energy as he or she is willing to impart. This is why I refer to conferences as reciprocal, circulating systems. Knowledge is not lineal. It is not emitted from a single source. Knowledge is cycled.

Conferences, moreover, are not just a matter of speech making. I have never been willing to coordinate a Weekend College conference on the city without getting students onto the streets of Detroit with their sketchbooks, cameras, and tape recorders. They walk downtown and some of them see the tops and bottoms of buildings for the first time, since their automobiles have been slicing off hunks of the city from their view for generations. Students watch films and assemble into small groups to answer study questions or generate commentary on conference issues the films address. On one occasion, a student volunteered to join me in performing Edward Albee's The Zoo Story, one of the quintessential dramas of city life in America. Although I had carefully thought out how I wanted to stage the scene and had used the play as an exercise in a workshop a year before the conference, the dynamic between the student and myself was unrehearsed and added to the sense of tension and expectation generated whenever students can identify with one of their own.

Sometimes students interview each other or split into discussion groups which form the basis of a plenary session panel. They become extremely savvy about how to conduct their own activities, especially when the coordinator tactfully points out the strengths and weaknesses of different kinds of presentations. I frankly share with them my previous successes and failures. I suggest alternative ways of scheduling my own conference and explain why I could not obtain certain speakers or films I dearly wanted for the weekend. In short, the audience is encouraged to collaborate in conference planning and responds by providing shrewd advice on scheduling and curriculum design. The coordinator is forgiven almost any blunder, for the conferees respond to the challenge of trying to keep a large group of people intellectually stimulated over two or three weekends. One has to envision the conference, in part, as a performance. We are all players--we can even have fun with serious subjects--trying to devise strategies for continuing education.

Conferences cannot be completely planned beforehand. As coordinator, I have to improvise some of my transitions, so that each talk, event, or film is connected to the other in a continuum of learning. Otherwise, I remind students, a conference is as inert as its schedule: it is all just one damn thing after another. It makes no sense, therefore, to set up a student panel on the first conference day. On the contrary, it is only after students have been asked to think about conferencing, after they have perhaps observed a faculty panel, that they begin to get ideas about how they will organize their presentations.

Conferences thrive on good timing, on the coordinator knowing when to conclude a discussion, on understanding when a speaker should be allowed to exceed the allotted time. And is it better to schedule three short talks in the morning or two long ones? Or one talk and one film? It is hard to get the timing just right, although I seldom deviate from certain principles derived from painful mistakes: 1. Do not show a film right after lunch; dozing off is a big temptation. 2. Present no more than two major talks in a day and build around them short films, workshop discussions, or activities outside of the auditorium. 3. Plan frequent breaks for students and faculty to exchange information and to blow off steam. 4. Do not ignore signs of fatigue.

The last principle is sacrosanct to conference coordinators who are process oriented because we live on the faith that if students grasp the continuum of learning concept, they can supply some of the content they are too tired to explore during a weekend. There really is a point of no return on some days when a coordinator should deal forthrightly and good humoredly with the students' exhaustion. Sometimes, of course, a scheduled speaker cannot be denied, so I try to avoid arranging anything resembling a lecture after 4:00 p.m. Unfortunately, as we all know, practicing and preaching are not always the same. Sooner or later every coordinator violates the cardinal conference law formulated by my colleague Ron Aronson: make the weekend an exciting event, an exercise in experiential learning that is not a poor replacement for classroom lectures and seminars.

In the fall and winter semesters of the 1984-85 academic year I coordinated a two credit, two weekend conference for new students entitled "Orientation to Interdisciplinary Studies: Concepts and Methods." Some rather difficult readings by Joseph Kockelmans, William Mayville, C. Wright Mills, Benjamin Shen, and two Weekend College faculty members (myself and David Jacobs) were distributed to students about two weeks before the conference. Because of late registration some students did not receive the readings, and many others were intimidated by the sophistication of the assignment, even though it was accompanied by study questions and guides. After my usual introduction to the television, conference, and workshop modes of learning, I briefly explored some key points in the readings and explained the journal assignment for the weekend--a part of which students would write in my presence so they would have a chance to check with me about their understanding of the requirements.

The first day emphasized communication, reading strategies, and essay writing. After short talks on the five paragraph essay and on how to put the conference readings into the students' own words, they were called upon to write an essay. Only toward the end of the day did faculty from the three lower divisions begin to talk about the content of their courses in what should have been a panel discussion. Had I clearly defined the interdisciplinary issues to which each faculty member had to respond, I would have elicited more interaction between myself, the panel, and the students who were somewhat disoriented by the separate talks on Humanities, Social Science, and Science and Technology.

The next day, Julie Klein (one of the recipients of the 1985 President's Awards for Excellence in Teaching at Wayne State) vigorously explored the conference readings and discussed them in the context of other interdisciplinary models and programs. Klein's lecture was rigorously argued and reflective of her profound research in interdisciplinary studies, the subject of her forthcoming book. As I explained to students beforehand, they would have to stretch themselves to follow all of her points, even though she would provide them with numerous examples and with a continuous stream of notes on the overhead projector as she talked.

In addition to her constant use of visual aids, Klein managed to get out from behind the lectern, pace the stage and angle her comments toward different sections of the audience while taking questions and soliciting responses from students at the crucial turning points of her talk. She often asked students to prepare their own definitions of difficult concepts before she elaborated on her own explanations, so that she almost always drew on their knowledge in a cumulative fashion. At the same time, her interactive method relieved them of their in-a scheduled speaker cannot be denied, so I try to avoid arranging anything resembling a lecture after 4:00 p.m. Unfortunately, as we all know, practicing and preaching are not always the same. Sooner or later every coordinator violates the cardinal conference law formulated by my colleague Ron Aronson: make the weekend an exciting event, an exercise in experiential learning that is not a poor replacement for classroom lectures and seminars.

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During her introduction, Klein passed out a detailed outline of the film which followed the evolution of two hypotheses on the decline of Tikal, the site of a great Mayan civilization. Students were thus freed to analyze how different scientific disciplines went about reconstructing reasons for Tikal's decline and how the disciplines eventually had to borrow from each other in presenting a credible explanation. On the film handout Klein noted the "language of conclusion and interpretation," defined a discussion group assignment, and supplied "tips on working in groups," thereby exemplifying the process oriented approach to conference learning.

Students devoted a good ninety minutes to discussions which were reported to Klein by recorders elected in each group. She was then able to end her day's work by commenting on group reports and by comparing the group approaches to each other and to the film. Although it was past 4:30, the time for a conference day to end, students were eager to hear what each group had concluded. For the first time in the weekend, they could witness the investment they had made in learning. They actually cheered when they heard Klein express surprise and pleasure at some of their ideas. My objective, I tell students at the beginning of a conference, is to drive toward a culminating activity that truly embodies the weekend as a whole.

The second day ended on this conference high, a moment of intense intellectual fulfillment that, in the case of one student, made it difficult to sleep because she was so pumped up and proud of her total commitment to the Tikal exercise. "It made so much sense of what had gone before," she exclaimed to me. I doubt that traditional lectures or seminars, or even Weekend College non-traditional workshops which last as long as four hours, can match the intellectual ebulliance I have seen in conference students. A carefully orchestrated weekend, an acute and prolonged focussing of attention on a problem or issue, can move students more profoundly than any other kind of course.

For some students, however, even the most fruitful conference experience may not be enough to make up for the boredom and weariness they suffer at other times in the weekend schedule. And not every student enjoys the collective exercises, although most adults seem to welcome assuming significant responsibility for learning. And they are usually susceptible to the argument that they are adding to what they already know. As adults, after all, they are knowers as well as learners; and in the conference they often thrive on the awareness that they are part of more than a hundred other students all working on the same problem.

There is a dilemma in peaking too early, however. I had another whole weekend to go after Klein's talk. In truth, part of it was anti-climactic, especially since most of the last day was taken up with diagnostic testing of reading and math skills. Students were somewhat fatalistic about the letdown I said would be inevitable after such a fine first weekend. And to some extent, I was able to ameliorate their disappointment by devising an interdisciplinary exercise of my own that complemented, even while it contrasted with, Klein's. I picked a controversial, contemporary topic, UFOs, and asked students not to prove or disprove what might be called an Extra Terrestrial Intelligence hypothesis but to carefully consider how the different disciplines (psychology, physics, history etc.) would go about stating the problem and proposing a study of it. In this case, I did not supply them with a film. Instead, I circulated among groups giving five minute talks about the history of UFO study and answering their questions. I also distributed a few handouts but made no attempt to coordinate information among the groups, for I wanted to simulate the process by which different organizations of investigators evaluate evidence. This time, students would not have a film that conveniently made the transitions from one hypothesis to another. Rather, they were forced to discover that certain approaches led to dead ends and that in certain instances the effort to achieve interdisciplinary synthesis broke down--as it actually did in a University of Colorado study of UFOs in the late 1960's. I modified Klein's procedure of summarizing the notes from groups by having each group pick a representative for a panel discussion of the process by which each group decided on an approach to the UFO problem.

Judging by the conference journals and evaluations, my exercise was not as satisfying for students as Klein's, but it was not meant to be. The main concern was that they should feel a strong sense of intellectual engagement, which sometimes includes a puzzling confrontation with data and methodology. In their grappling with what constitutes evidence of UFOs they were exhibiting considerable confidence in themselves as learners, as knowers who realized there was more to know. They were instructing themselves and calling on me only when the learning process halted. Because conferences can set aside large blocks of time there is less pressure to short circuit learning. Time can also seem wasted; it can drag on ever so long. But, in retrospect, even some of these dull periods can be rationalized as part of a continuum of learning that cannot be fully comprehended until the conference's conclusion. My main idea, I suppose, is McLuhanesque--in the sense that the conference has been extolled as a powerful learning medium unlike any other. If the medium is not exactly the message, it is close to being so.

THE ADULT MAJORITY:
THE IMPACT ON PROGRAMS IN POSTSECONDARY EDUCATION

Billy G. Smith

The ability of this nation to respond adequately to the rapid shifts in the society and the workplace is increasingly dependent upon the ability of postsecondary institutions to adapt to new environments and new clientele. This is especially true for postsecondary institutions that are charged with the major responsibility of training the craftsworkers, technicians, and skilled professionals that the future economy will so desperately need. These institutions are faced with major changes during the next two decades, and the driving force for many of the changes will be the arrival of a new adult majority in many postsecondary institutions. This report provides a preview of some of the forces that are impacting these institutions and the changes that may be anticipated.

Demands for change in education are being made by various segments of society faced with rapid change and an increasing need for better trained workers. Business, industry, the military, governmental agencies, and others continue to express the need for a reexamination of purpose and approach at all levels. Likewise, a call for change is issued from within. Lynton (1983) makes a very strong argument for change in universities. He argues that the enormous postwar growth necessitates a reexamination of both the pedagogy and reward systems that encourage isolation, and the routine exclusion of priorities and objectives that exist outside the bounds of internal value systems. He further indicates that this reexamination can be expected to help define a new model of "institutions without sharp boundaries either in time, location, or in constituencies" (p.53).

Lynton's concerns about the universities are shared by educators in 2-year and 4-year institutions. The need for change is recognized, and there is a recognition that replacement could occur if change is not possible.

Clientele

One of the most significant factors involved in the changes that are taking place is the increasing number of older students that are returning for training, retraining, and updating. The emphasis of this report is the impact that these students, and their need for educational assistance with their careers and occupations, will have upon postsecondary institutions.

This work is part of a 1983-84 study supported by the National Center for Research in Vocational Education, The Ohio State University.

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Although adults have been numerous in 2-year institutions, new forces in the society can also be expected to make these students a dominant factor in institutional well-being in many 4-year colleges and universities. In some institutuions their presence, or absence, will determine institutional survival. Table 1 reflects the changes that are taking place in credit enrollments. By 1990 some 6.7 million of the 12.1 million enrolled are expected to be over 24 years old.

TABLE 1

CREDIT ENROLLMENTS IN THE HIGHER EDUCATION
(millions)

	1970	1980	1990 (projected)
Total	8.6	12.1	12.1
16-17 years	.3	.2	.2
18-19 years	2.6	2.9	2.4
20-21 years	1.9	2.4	2.0
22-24 years	1.5	2.0	1.9
25-29 years	1.1	1.9	2.1
30-34 years	.5	1.2	2.5
35-over	.8	1.4	2.1

SOURCE: National Center for Education Statistics (1982, p. 36).
Note: Details may not add to totals because of rounding.

The estimates just given involve credit students only. Moon (1980) combined several sources to estimate enrollments in colleges and universities in three categories: full-time credit enrollment, part-time credit enrollment, and part-time noncredit enrollment. He reported that there were 7 million full-time degree credit students, 5 million part-time degree credit students, and 10 million part-time noncredit students. Of the 22 million students reported, 15 million were enrolled part-time for credit and noncredit activities. Most of them were older adults. Moon projects that by the year 2000 from 75 percent to 80 percent of the people involved in postsecondary education will be part-time noncredit students.

Four priorities of these individual students have been identified by Moon. They will look for greater diversity of learning opportunities, recognition of their prior learning experience, different kinds of ways to learn, and different kinds of people to teach them.

The second factor that will contribute to a change in clientele is the rapid restructuring of the Nation's workplace. Changes in technology, international trade, productivity, and the energy supply have all contributed to the transformation of the economy, and have led to (1) the displacement of large numbers of workers and (2) a significant mismatch between worker skills and job skill requirements.

Delivery Systems

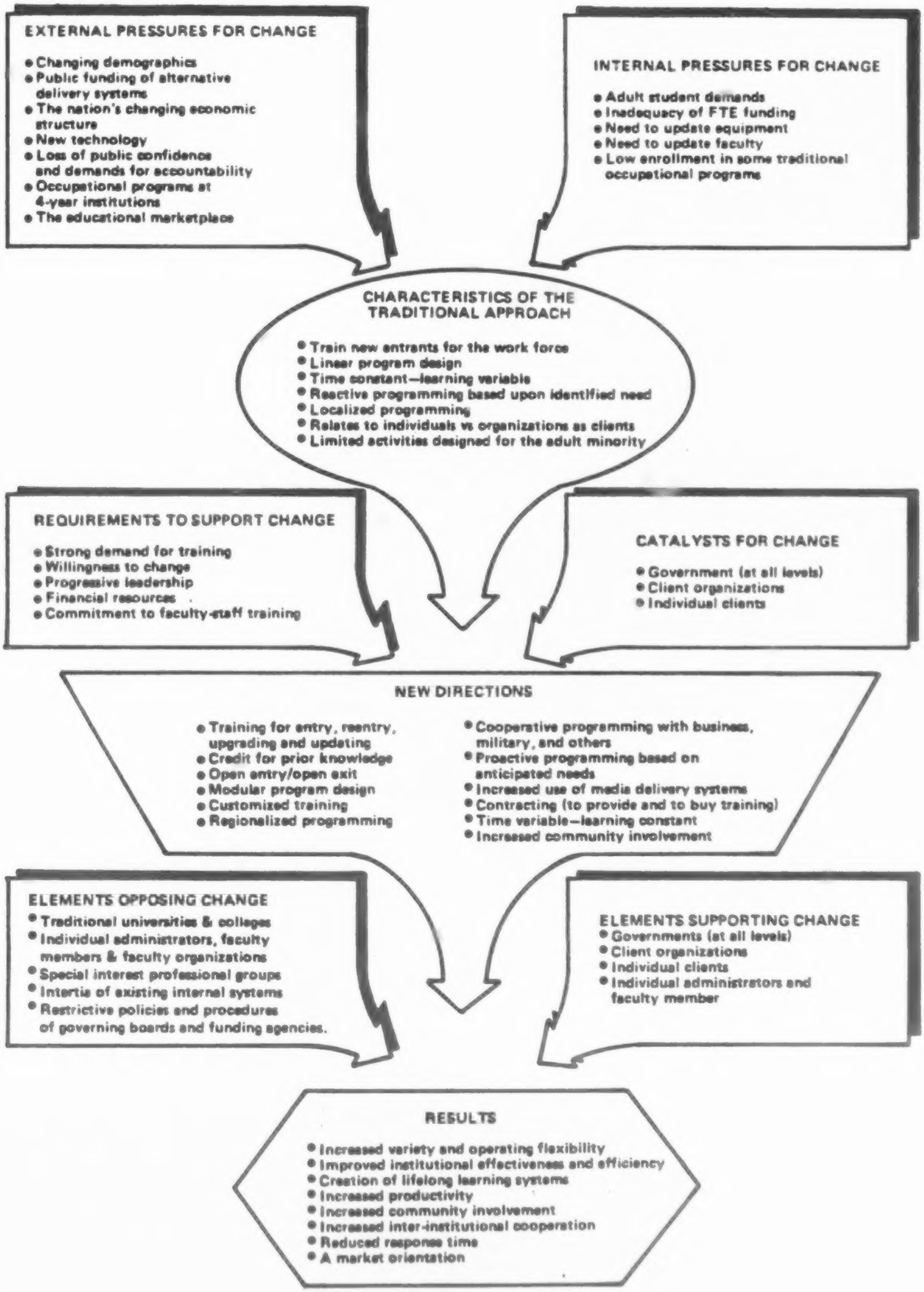
Taken together, these two factors (demographic change and the changing workplace) are expected to create an adult majority that will require significantly different delivery systems in comparison to the traditional linear systems described by Cohen and Brawer (1982). A close examination of the dominant postsecondary educational model reveals that it is a linear model designed to serve primarily the needs of the traditional youth majority. Although well-publicized adult education models exist, their use has generally been restricted to non-credit activities and specialized programs in the institution. The anticipated involvement with the adult majority raises the issue of the dynamics involved as adult models become the dominant educational design. Figure 1 shows the various factors that may determine the dynamics of change in the postsecondary education delivery system.

External demands for change are broad based and are not necessarily independent from one another. They center around three key issues: appropriateness, effectiveness, and accountability. Rapidly changing clientele and technology have raised the issue of appropriateness. A need to respond rapidly to the Nation's massive number of unemployed and displaced workers brings into question the effectiveness of present delivery systems. Also, loss of public confidence has increased demands for additional accountability. These concerns are reflected in the form of specific pressures (shown in figure 1) that are being experienced by postsecondary educators.

There are also a growing number of internal demands that influence the institution and its operating systems. Most of the internal pressures are created by the increasing mismatch between external expectations and institutional mission. One of the most significant pressures is coming from adult students who are requesting different services and support systems than those provided to the traditional student. This and other internal pressures are identified in figure 1.

These external and internal pressures have a significant impact upon educational tradition and traditional methods. Figure 1 lists seven characteristics of the traditional approach to training in postsecondary education:

- The primary objective is to train new entrants for the work force.
- A linear program design is dominant.
- A time constant-learning variable approach is utilized.
- Reactive programming based upon perceived need is emphasized.
- Localized programming has priority.
- The institutions relate to individuals rather than organizations as clients.
- Limited activities are designed for the adult minority.



EXTERNAL PRESSURES FOR CHANGE

- Changing demographics
- Public funding of alternative delivery systems
- The nation's changing economic structure
- New technology
- Loss of public confidence and demands for accountability
- Occupational programs at 4-year institutions
- The educational marketplace

INTERNAL PRESSURES FOR CHANGE

- Adult student demands
- Inadequacy of FTE funding
- Need to update equipment
- Need to update faculty
- Low enrollment in some traditional occupational programs

CHARACTERISTICS OF THE TRADITIONAL APPROACH

- Train new entrants for the work force
- Linear program design
- Time constant—learning variable
- Reactive programming based upon identified need
- Localized programming
- Relates to individuals vs organizations as clients
- Limited activities designed for the adult minority

REQUIREMENTS TO SUPPORT CHANGE

- Strong demand for training
- Willingness to change
- Progressive leadership
- Financial resources
- Commitment to faculty-staff training

CATALYSTS FOR CHANGE

- Government (at all levels)
- Client organizations
- Individual clients

NEW DIRECTIONS

- Training for entry, reentry, upgrading and updating
- Credit for prior knowledge
- Open entry/open exit
- Modular program design
- Customized training
- Regionalized programming
- Cooperative programming with business, military, and others
- Proactive programming based on anticipated needs
- Increased use of media delivery systems
- Contracting (to provide and to buy training)
- Time variable—learning constant
- Increased community involvement

ELEMENTS OPPOSING CHANGE

- Traditional universities & colleges
- Individual administrators, faculty members & faculty organizations
- Special interest professional groups
- Intertia of existing internal systems
- Restrictive policies and procedures of governing boards and funding agencies.

ELEMENTS SUPPORTING CHANGE

- Governments (at all levels)
- Client organizations
- Individual clients
- Individual administrators and faculty member

RESULTS

- Increased variety and operating flexibility
- Improved institutional effectiveness and efficiency
- Creation of lifelong learning systems
- Increased productivity
- Increased community involvement
- Increased inter-institutional cooperation
- Reduced response time
- A market orientation

Figure 1.
THE DYNAMICS OF CHANGE IN
POSTSECONDARY OCCUPATIONAL EDUCATION

Change will take place if the pressures for are greater than pressures against change, and if there are catalysts and support systems available to produce an environment that is supportive of change. The catalysts and the requirements to support change in postsecondary occupational education are identified in figure 1.

The development and delivery of effective programs and services during the next two decades will involve a number of parameters that include appropriate program objectives, effective and efficient processes, appropriate outcomes, and effective faculty. The list is not all inclusive, but an analysis of these parameters may identify new directions in postsecondary education.

New Directions

Some characteristics of these new directions of occupational education and training are shown in figure 1. Programs will be designed to assist one group of individuals with job entry, another with reentry, another with job upgrading, and yet another with job updating. Improved assessment programs will provide credit for prior knowledge and experience. Opportunities for open entry and open exit will be common. Programs will range from the traditional degree/certificate programs to short-term intensive, job-specific training. Many of the programs will be customized for small groups of individuals, and they will have a modular, time-variable, learning-constant design, emphasizing a competency-based approach.

Additional characteristics include a vastly increased number of cooperative arrangements with business, industry, the military, and other community groups and organizations. An indirect effect of these cooperative arrangements will be a growing use of contracts. Although programming to meet the local needs will continue and probably expand, the trend toward increased regional programming will accelerate. This trend, combined with the increasing use of electronic media to serve large areas of a State and the Nation, will necessitate extensive institutional coordination and cooperation with other institutions and governing agencies.

Probably the most significant modification to the approach to programming in the future will be the move from being reactive to proactive. The increased rate of change has created serious problems for educational systems that are primarily reactive by nature. By the time current needs are identified, programs are proposed and approved, and appropriate staff are hired, the organization with the training need has resolved the problem in other ways. Increasingly, educational institutions are being pressured to be active participants in societal change. The competition between States for economic development has involved education in an active role in the change process. No longer can institutions remain removed and aloof from daily concerns as they train individuals for very specific jobs in very specific companies. Education is more than ever expected to be part of the change process. The rapid acceptance of microcomputers can be partially attributed to widespread training programs offered by educational institutions. The contrast between the past and present is evident when the institutional response to training for microcomputers is compared to the relatively slow response to training computer programmers in the 1960's.

Conclusion

These new directions will be modified and shaped by the elements in the environment that oppose change and those that support change. As shown in figure 1, the opposition to change will be the strongest in traditional institutions and in the support systems for these institutions. Support for change can expected to be the strongest in the clientele and among administrators and faculty members who are responsive to the needs of the new clientele. Hopefully, the results of these complex interactions will be positive, and will lead to institutional changes that include: increased variety and operating flexibility, improved institutional effectiveness and efficiency, creation of lifelong learning systems, increased productivity, increased community involvement, increased inter-institutional cooperation, reduced response time, and a market orientation. All of these components will be necessary in viable institutions dedicated to training in the next decade.

In an era when technological, economic, political, and social changes continue to accelerate, leaders must respond to increasingly strong external and internal stimuli that demand attention and analysis. They must choose between alternative scenarios for the development of the institution in response to these stimuli, and they must choose how the limited human, physical, and financial resources of the college must be developed and allocated (Myran 1983, pp. 18-19). Many of the choices to which Myran refers will be related to the new adult majority and their unique needs.

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CLASSIC CASE ANALYSIS:
REVIVING ANTIQUITY FOR MANAGERS

by

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Honors Students

A study by Bray and Howard (4) revealed that humanities and social science majors have higher potential for management responsibility than do business majors. Although business majors were rated slightly higher in organizing, planning, and decision making, they were lower in creativity. In the interpersonal skill cluster, they were rated lower on every measure. More recently Boyatzis (3) differentiated critical competencies and "threshold" competencies. He found that specialized knowledge (such as finance, marketing, human resources, and production) constitutes only a threshold competency. Boyatzis concludes that too much time and energy is devoted to specialized knowledge in many management education programs. Warren (12), while concluding that preparation in a business speciality is desirable, also found that generalized capabilities (such as verbal communication, reasoning ability, etc.) were important to managerial success.

The implication of these studies is clear: management educators need to be more concerned about producing graduates of broader guage. This may require new pedagogical approaches which are more akin to traditional liberal arts programs than they are to vocational education.

The case study method has exerted a generally liberalizing influence on management education. Certainly the kind of learning that takes place in qualitatively different from the lecture/textbook format. For one, asking students to analyze business cases requires that they, rather than the teacher, formulate answers *as well as* questions. What the case method gives up in terms of teaching *principles* may be more than regained by this unique, and often frustrating, requirement. More importantly, it demands that students cooperate actively in the learning process. They are given only specific facts. They must, through independent and purposeful thinking, frame problems and make decisions. They must accept the challenge of such responsibility while realizing that there are no single demonstrably right answers. The responsibility is the students', *not* the teacher's, for case analysis turns the focus of attention away from the teacher toward other students. Like Socratic dialectic, the teacher often serves less as a "teller" and more as a listener and facilitator. He or she gradually and gently presses the dialogue beyond the point where logical argument seems effective into speculation which may at first appear impractical or even trivial. But, like Plato, the teacher lets the discussion go where the argument leads, for fear of missing some important or serrendipitous element. The teacher encourages questioning, thinking, and reasoning; the student learns by discovery, contrasting, probing, and analysis.

While not denying its legitimate claim to a specialized academic niche, management education might be further improved by increasing its reach into the liberal arts and humanities. After all, management is *not* a technical field. Dimock (5) has said it well: "Administration is, or at least ought to be, wedded to subjects such as philosophy, literature, history, and art, and not merely to engineering, finance, and structure. Administration is essentially one of the humanities and the organization." Collander (1) has asserted that a liberally educated person is still the type of individual needed at the highest level of corporate life.

Winter, et al. (13) have found that a liberal arts education increases critical thinking and conceptual skills, ability to adapt, independency of thought, and motivation for leadership. These outcomes, so characteristic of a liberal education, are precisely those that are needed by management majors.

This leads to a dilemma. Management students must learn their specialities, that is certain. At the same time, a substantial body of evidence suggests that they need to become more well-rounded in the sense that John Milton meant when he said: "a generous education is that which fits a man to perform justly, skillfully, and magnaniomously all of the offices private and public, in peace and war."

Perhaps some integrating matrix is needed which will bring the traditional liberal arts and humanities into closer convergence with management education. Such a matrix, we believe, must go beyond the mere credentialism of general education requirements. It must be wholly integrative--a connecting link between the liberal arts and management.

A pedagogy that includes the classics as "cases" may constitute such a matrix when used as a supplement to current management curricula. One approach, which we call "classic case analysis," offers many of the same advantages as business case analysis. Homer's Iliad, Plato's The Republic, Shakespeare's King Lear, and Machiavelli's The Prince, for example, are teeming with lessons for managers. Importantly, it is almost impossible not to become an active participant in these thoroughly engaging "cases," whether the issue is Agamemnon's working relationship with Achilles or Lear's plan to decentralize his kingdom.

Classic case analysis may also offer, beyond its apparent integrative powers, other and perhaps more subtle advantages. Much of classic literature deals predominantly with man's relationship to man--certainly the fundamental stuff of management. In addition, the classics--like contemporary business cases--often raise more questions than answers. But the questions are more enduring and less specialized. The classics have a historicity that few business cases can match. The latter may be thought provoking and interesting because of the real-world contemporariness, but the classics are inherently and irresistably alluring precisely because of their timelessness. They are, as was Machiavelli, not "of an age," but for all time.

Learning management from the classics is not easy. It is nothing short of an intellectual struggle to discover the principles of management lurking in the pages of Plutarch or Shakespeare. But they are there. No student reading King Lear from a classics case analysis perspective could forget its valuable lesson about delegation. Reading Plutarch's life of Fabius sheds more light on the subtle art of deciding not to decide than can any contemporary text.

In the remainder of this paper, we analyze three classics from a case analysis perspective in order to consider their relevance to management education.

Homer's Iliad:

The Iliad is rich with management insight. It is dominated by conflict between two top executives, Agamemnon and Achilles. The relationship between the two, and the men they lead, raises profound questions about leadership style, motivation, reward systems, conflict resolution, and the management of change.

When Agamemnon says to his subordinate, Achilles...

> "... I shall take the fair-cheeked
> Briseis, your prize, I myself going
> to your shelter, that you may learn
> well how much greater I am than you..." (6)

he reveals not only his arrogance but also his astonishing ignorance of what motivates his most capable general. Injuring Achilles' pride has catastrophic consequences: the loss of many Greek lives and the withdrawal of Achilles and his division from the war. No wonder it takes ten years for Agamemnon to accomplish his objective. The lesson is obvious and unforgettable: managers must know what motivates their people and help them get it. Agamemnon violated his principle, lost a battle, and almost lost the war.

Agamemnon's leadership style is inflexibily autocratic. As a result, his key advisors are afraid of him, he alienates Achilles, and--most importantly--he loses sight of the primary goal of his organization. In this way, he illuminates the pathetic case of an executive in whom ego has overshadowed empathy.

Achilles, too, represents a powerful management archetype. As a senior executive, he shows appalling naivete when he chooses not to compromise with his boss. He elects, instead, to create a win-lose situation in which he ultimately has to give way. He would have served his own, and the Greek, cause better had he attempted to find a solution that he and Agamemnon could have accepted.

The Illiad provides a remarkable demonstration of equity theory. When Achilles says...

> "Always the greater part of the painful
> fighting is the work of my hands; but
> when the time comes to distribute the
> booty, yours is far the greater reward..." (6)

he makes clear his perception of the difference between what he brings to the job and what he gets out of it. His dramatic retirement from the field of battle is an excellent example of an employee's attempt to correct this imbalance by simply doing less.

When, at the last moment, Agamemnon offers a fortune to Achilles if he will return, Achilles replies...

> "I hate his gifts. Not if he gave me
> ten times as much...would Agamemnon
> have his way with my spirit." (6)

As Herzberg's research has suggested, money by itself may not be a motivator. (5) Had Agamemnon concentrated more on acheivement, recognition, and responsibility and less on salary, he doubtless would have been more persuasive.

Shakespeare's King Lear:

King Lear dramatizes many important management lessons. The play is a tale of a large organization, its senior executive, and his subordinates. It raises substantial questions about the management of decentralization, factionalism, and long-term planning.

For example, as a chief executive officer, Lear demonstrates his incompetence by his inability to distinguish appearance from reality. Taken in by appearances, he loses his kingdom, his throne, his only loyal daughter, and, finally, his life. In contrast, Lear's loyal daughter, Cordelia, was able to see beyond mere appearances. She says of her sisters,...

> "Time shall unfold what plighted cunning
> hides, who cover faults, at last with
> shame derides." (12)

Lear's "Fool," plays the organization's devil's advocate. Yet Lear chooses to ignore his sage advice and see only that which he wants to see. Thus, he becomes a "fool" himself. The message is clear: above all else, a manager must be capable of separating appearance from reality.

Lear's unfaithful daughter, Regan and Goneril, fail to weigh the consequences of their rash and self-serving decisions. They are managing only for the short term. Predictably, they destroy each other and the organizations that they lead. Cordelia, however, has a much broader vision. She lives up to her commitments and patiently waits out the results.

King Lear strikingly illustrates the hazards of decentralization. In dividing his kingdom among his subordinates, Lear loses power and responsibility.

> "Know that we have divided in three
> our kingdom, and 'tis our fast intent
> to shake all cares and business from
> our age, conferring them on younger
> strengths will we unburdened crawl
> toward death." (12)

He attempts to retain the trappings of authority when he has none. He is reduced to a powerless and meddlesome observer. His enterprise, as a consequence, disintegrates. His wrong-headed plan for decentralization leads to rampant factionalism. Each competing party strives to destroy the other. His shattered kingdom is, finally, run by a leaderless mob.

When Lear says, "nothing will come of nothing," early in the play, it is sadly prophetic. Had he concerned himself with unifying and stabilizing his enterprise before decentralizing, the story would have been less tragic.

Plato's The Republic:

One of the greatest classics of all time, The Republic, convincingly suggests that its author could have been a successful management consultant. He demonstrates a thorough understanding of human resources management, organization design, and corporate goal setting. Plato is arguably the first, and the best, management theorist.

For example, he asserts that "there are innate differences in people which fit them for different occupations...we give each man one trade for which he is naturally fitted..." (10) This is the cornerstone of good human resources management. He also argues that if a woman is the best candidate for a job the whole enterprise would benefit by having her perform that job. When he concludes that "...no difference between men and women has yet been produced that is relevant to our purpose," Plato establishes himself as the first equal opportunity employer. (10)

Plato realized the importance of establishing a corporate culture and organizational goals. "Are not citizens," he said, "bound together by sharing the same problems and pains, all feeling glad or grieved at the same occasions of gain or loss?" (10) He realized that when people identify with common goals, an organization becomes cohesive. He argued, too, for the importance of employing totally committed people:

> "The kind of men we must choose will be those who, when we look at the while course of their lives are found to be full of zeal to do whatever they believe is best for the good of the commonwealth and never willing to do anything against its interest." (10)

Committed people, claims Plato, must be recruited from within the organization. He denounces outside recruiting in favor of promoting those who have been extensively trained by the enterprise.

> "We shall watch them from earliest childhood and set them tasks in which they would be most likely to forget or to be beguiled of this duty. We shall then choose only those whose memory holds firm and who are proof against delusion." (10)

Finally, Plato's theories on education, if applied today, would unquestionably increase the well-roundedness of management students. Plato argued that such subjects as literature, music, physical instruction, mathematics, philosophy, and metaphysics were important stages in the graining of his philosopher-king. As a result, it is his philosopher-king who provides us with a perfect, albeit idealized, model for the contemporary manager.

Conclusion:

Ironic as it may seem, we argue management education can take a significant step forward by stepping backward toward the classics. These great works can, we believe, serve to broaden significantly the gauge of management students. The field they study is, after all, as broad as all human knowledge. As such, it encompasses not one, but many academic disciplines.

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THE GOODRICH SCHOLARSHIP PROGRAM
AN EXPERIMENT IN HIGHER EDUCATION

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Philosophy of the Goodrich Scholarship Program

The Goodrich Scholarship Program was named for State Senator Glenn Goodrich, who introduced the enabling legislation in 1972 to the Nebraska State Legislature. The Goodrich Amendment to the state appropriations for the University of Nebraska at Omaha made funds available for "a program to get economically deprived young people in and through UNO." The resulting program was designed to provide a stimulating academic course of study augmented by supportive services to aid achievement rather than provide a remedial course of study.

Students are recruited from populations who traditionally have not considered college, such as sons and daughters of blue-collar workers, persons of diversified racial and ethnic backgrounds, adult learners, handicapped persons, and individuals on educational release from the correctional system.

The program model was based on several assumptions:

- that low-income, non-traditional students have the same intellectual capacity for academic achievement as that of students admitted through regular processes;
- that low-income students have the ability to succeed and excel academically if exposed to a rigorous stimulation complemented by support services which facilitate the building of confidence in themselves and their ability to succeed;
- that the terms "low income" and "financially disadvantaged" are not euphemism for education or intellectual inferiority; and
- that close personal contact with and support of the faculty and staff are important elements in the achievement of low-income students.

Objectives

Some major program objectives of the Goodrich Scholarship Program are as follows:

- to provide educational opportunities to low-income and non-traditional students who might otherwise be denied access to a college education;
- to increase the likelihood that students will not only stay in school but also attain academic success;
- to provide a specialized curriculum of general education which emphasizes the humanities and social sciences, stimulates academic achievement, and provides a positive experience during the first years in college;
- To provide students with a sound and innovative educational experience; and

- to develop an atmosphere that nurtures social consciousness and responsiveness in Goodrich students, so that they will go on to make significant contributions to their communities.

Description of Academic Program and Other Activities of the Goodrich Scholarship Program

Administratively housed in the College of Public Affairs and Community Service (CPACS), the program functions like a department although it does not offer a major. Goodrich scholars select majors/minors from departments throughout the University of Nebraska at Omaha.

Selected English, humanities, and social sciences courses are taught by Goodrich faculty and are open only to Goodrich students. During the freshman and sophomore years, Goodrich students are required to register each semester for a maximum of six hours of general education courses offered by the program. The remainder of the student's course work comes from regular university offerings.

In keeping with the overall philosophy of the program, Goodrich class enrollments are kept small to provide opportunity for greater student-faculty contact forming the basis for meaningful relationships.

Intensive faculty-student contact is also enhanced by faculty's involvement in tutoring and counseling. This model provides for close monitoring of student behavior during the first years in college and establishes a sound foundation for problem solving and other intervention techniques to deter student drop-out.

Goodrich classes are designed to provide an innovative, intellectually stimulating teaching-learning environment that will motivate low-income students to remain in college and excel academically. Various instructional techniques, such as lectures, multi-media presentations, team-teaching, workshops, guest lecturers, field study research, discussion, creative project assignments, and tutorial sessions, are used to ensure a stimulating learning atmosphere. Goodrich courses have been approved for general education credit by each of the colleges at UNO.

To facilitate the transition into the college environment, the Goodrich Scholarship Program offers the following courses:

Freshman Level Goodrich Courses

1. English 115:	English Composition, 3 credit hours
2. Goodrich 101:	Autobiography, 3 credit hours
3. Philosophy 121:	Critical Reasoning, 3 credit hours
4. Goodrich 111:	Perspectives on American Culture, 6 credit hours

Sophomore Level Goodrich Courses

1. Goodrich 211:	Research Techniques and Urban Problems I, 6 credit hours
2. Goodrich 212:	Research Techniques and Urban Problems II, 6 credit hours

In the first semester of the freshman year, Goodrich courses emphasize the development of two basic academic skills, reasoning and writing. English Composition (English 115) strengthens writing abilities; Critical Reasoning (Philosophy 121) serves to enhance the students' abilities to understand and evaluate arguments and to draw inferences from theories as they are typically presented in educational materials, such as textbooks, articles, lectures, and speeches. Autobiography (Goodrich 101) helps students explore their lives and overcome their fears about writing. Each student must register for English Composition (if diagnostic placement so indicates) and select either Critical Reasoning or Autobiography to complete their six hours of Goodrich courses.

In the second semester, Goodrich students take Perspectives on American Culture (Goodrich 111), a six-hour humanities course that examines contemporary American society and several of the multi-cultural influences, both artistic and theoretical, that have shaped it.

In addition to taking the courses described above, all freshmen students must attend a six-week Communication Laboratory conducted by a faculty or staff member during the first semester of each academic year. Conducted as small group sessions, the lab introduces the new students to the university system by familiarizing them with the functions of the major administrative units and offices, services offered by the library, and support services for students offered by different university units. Students are given the opportunity to discuss common problems and explore options and ways of dealing with their problems. These sessions also provide an avenue for exploring their own educational goals more fully, and a peer support network that is important to personal growth.

In the sophomore year, Goodrich scholars are required to take a two semester course, Research Techniques and Urban Problems I and II (Goodrich 211 and 212), for six hours of credit each semester. These courses focus on the public policy process and the way that public policies affect different groups in society. Students are also exposed to the tools of social science research and spend several weeks designing and carrying out a research project.

There is no planned curriculum for upper-level Goodrich students. Junior and senior students still receive the Goodrich financial aid and can avail themselves of all support services offered by the program. This year, for the first time, formal junior-senior interviews have been conducted by the faculty/staff with upper-level Goodrich scholars to determine whether they are encountering problems and how the program can assist them concerning their progress toward graduation.

Academic services are provided by the program for all Goodrich students. These services include the Writing Laboratory and the Study Skills Center, tutoring services, and the Communication Laboratory (discussed above). The Writing Laboratory and Study Skills Center focus on the various study skills needed to survive in college, such as test taking strategies, note taking, and study-related stress. It also concentrates on developing writing skills with emphasis placed on writing, reading, spelling, and vocabulary. Additionally, tutorial services in various academic subjects are available. Tutorial assistance in such areas as the social and natural sciences, mathematics, business, and English have been available for students. Generally, this one-to-one assistance is provided on a continuing or one-time appointment basis at the request of the student. During the summer, the Writing Laboratory and Study Skills Center staff offers to incoming freshmen a non-credit, preparatory course which focuses on English. In this course, students may also learn how to take lecture notes, study textbooks, and work on improving their vocabulary and spelling skills.

Other support services are available to assist students in solving the many problems of survival that confront the economically disadvantaged. These services include individual and group counseling, emergency short-term loans, social activities and workshops on subjects of interest to students, such as assertiveness training and social activities. A Big Brother/Big Sister Project where upper-level Goodrich students interact on an ongoing basis with incoming freshmen to facilitate entry into the collegiate environment was carried out during the 1983-84 school year.

Faculty and Staff

The nature of the Goodrich Scholarship Program demands a committed and highly qualified professional faculty. Faculty are sought who can demonstrate successful teaching experience with multi-ethnic and economically disadvantaged students. Of particular importance, they must possess a sensitivity and definite commitment to non-traditional students and the philosophy of the Goodrich Scholarship Program. The faculty are responsible for curriculum development, instruction, advising, tutoring, maintenance of close personal relationships with Goodrich students, and assisting students with survival or personal problems. The tutoring and counseling activities involve expectations above and beyond that expected of faculty in the rest of the university. Currently, there are seven faculty working in the Goodrich Scholarship Program.

Personnel other than faculty are also an essential part of the program. Staff include an academic services professional who supervises and provides services such as tutoring, study skills labs, writing labs, and academic counseling. There is also a student services position. This person is responsible for communication labs, career counseling, orientation, and personal counseling. Another staff person is in charge of recruitment and selection. Finally, there is a secretary who takes care of the office and support services, including the budgets.

Student Body

The program has been successful in selecting a student body which is functional and successful in the larger university. Multi-ethnic, economically disadvantaged students with varying degrees of academic ability are accepted into the Goodrich Program. The experience of the program has been that given an academic challenge, low-income students of varying academic abilities can perform well, if not above average, in their college course work. A study conducted by two faculty members and published in 1984 compared the performance of Goodrich students in Goodrich courses to their performance in non-Goodrich courses (Gillespie and Secret). This research showed that Goodrich students performed as well as their cohort groups in non-Goodrich courses. However, these students performed above average in their Goodrich courses probably because of the attention and encouragement they received from the faculty. This same research study looked at the academic performance of Goodrich students as compared to their ACT scores. The results indicated that ACT scores are not accurate predictors of student academic performance in the case of low-income or minority students. The investigators found that of the sample studied, students who entered the program with low ACT scores generally earned grades in the medium range while students entering with medium ACT scores generally earned grades in the high GPA range.

Data from the 1981 spring semester through the 1983 fall semester show that generally 11 percent of the total number of Goodrich scholars enrolled for any given semester are listed on the Dean's Lists of the various UNO colleges.

The Goodrich graduation rates have been impressive. Since the beginning of the program in 1972, the program has graduated 32.6 percent of all students who entered the program. The Goodrich figures include students who drop out once or more and return to complete their degrees. There are no comparable statistics for the entire university population since the UNO Office of Institutional Research no longer computes these figures. The retention studies were discontinued because the figures remained constant for a number of years at approximately 13 percent of an entering class graduating from UNO.

Graduates of the Goodrich Scholarship Program are employed in both public and private sector agencies, holding managerial, administrative, technical, and instructional positions. A study of Goodrich graduates published in December 1982 (Stephenson) showed that of the sample studied, 80 percent were employed full-time, 12 percent part-time, and 8 percent were unemployed. Ninety percent of the males in the study were employed full-time, while 75 percent of the females were so employed.

In addition, Goodrich scholars have won numerous academic awards and scholarships, have graduated magna or summa cum laude, have been accepted into graduate schools or professional schools, have published, and have competed in debate and forensic tournaments. They are also involved in all aspects of university life such as serving on the UN Board of Regents, UNO Student Senate, University Honors Committee, UNO Ambassadors, being listed on the National Dean's list and in Who's Who In American Universities and Colleges, and reigning as homecoming queen.

Student Demand for the Goodrich Scholarship Program

The demand for Goodrich scholarships far exceeds the resources available. The strong, informal network that has been formed by former graduates, relatives of former students, high school advisors, and other supporters of the program will keep the demand for the program high not only because of the financial aid available but also because of the quality of its curriculum, personnel, and supportive services. Student enrollment is directly related to the annual budget of the program; only 65-80 scholarships may be awarded yearly. For example, during the 1984-85 recruitment period, over 300 individuals showed interest in the program with 223 actual applications being received. Of the 223 who applied, 68 scholarships were awarded.

Summary

The Goodrich Scholarship Program has completed 13 years as a non-traditional, multi-cultural, low-income, and interdisciplinary program. The University of Nebraska has funded this program based on an assumption that special resources and an innovative approach are necessary to be effective with low-income, non-traditional students. The Academic Program Review Team simply states: "The Goodrich Program is an outstanding academic unit of UNO" (Program Review Team Report).

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DEVELOPING A LIBERAL STUDIES CURRICULUM FOR ADULT, LONG-DISTANCE LEARNERS

Marie Fox, R.S.M.

In the fall of 1982, the faculty of Saint Mary-of-the-Woods College began work on a new General Studies curriculum which would apply not only to traditional age on-campus learners, but also to adult long-distance learners. In the process general curricular principles which applied to different types of students and different modes of instruction were articulated.[1]

The following spring the faculty approved the outline for the new General Studies curriculum, now called "The Link," a developmental sequence of courses covering between forty and fifty percent of a student's total graduation requirements. Since this time, faculty have been involved in on-going course development and yearly curriculum workshops in which the major curricular areas have been addressed.

The new curricular requirements became effective for resident students on July 1, 1984. Now, a year later, these requirements also affect students in the Women's External Degree (WED) Program.

This paper will describe the new General Studies curriculum at Saint Mary-of-the-Woods College, the general curricular principles which were agreed upon, and the minimal variations in requirements for traditional and non-traditional learners. In addition, it will outline the processes used in arriving at curricular approval, the methods used in developing acceptable coursebooks, the procedures followed in writing course modules for WED students, and the steps taken to assist faculty to teach the new courses. Finally, this paper will indicate how *The Link* exemplifies recommendations made during the last year by major curriculum studies.[2]

Course Requirements of The Link

The Link consists of three major areas: Skills for Advanced Learning, Distributive Studies, and Integrative Studies. Skills for Advanced Learning concentrates on written and oral communication, quantitative thought, and study and interpersonal skills.[3] This area includes the following required courses: Writing, Life/Learning Skills, Fundamentals of Mathematics, Fundamentals of Speech, Introduction to Computers and, for the resident students, Foreign Language.

The area of Distributive Studies focuses on providing students with a methodology and system of analysis in each of the four Modes of

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Inquiry.[4] Here some choices are permitted. A course in Literature and Theatre is required in the Aethestic Mode and then a student may select a second course either in Music or Art. The Social/Cultural Mode offers more options. A student may select one specially prepared course from two of the following areas: Business, Economics, History, Political Science, Psychology and Sociology.

For resident students the Scientific Mode permits the selection of two courses from three areas - Biology, Chemistry and Physics. WED students are required to take the Biology and Chemistry courses. The Religious/Philosophical Mode requires a course in Religion and also one in Philosophy plus an additional Religion elective.

The third major curricular division is that of Integrative Studies. This area offers two required courses which use all four Modes of Inquiry. The integrative courses are currently in the process of being developed. They will attempt to synthesize material from all four areas.[5]

In the space allotted, it is impossible to describe these courses in detail or to explain how and why the faculty decided upon this particular framework. However, a detailed rationale has been developed for The Link as well as coursebooks for each of the approved courses.

General Curricular Principles

At the outset of the discussion concerning curricular changes, members of the WED Advisory Committee formulated a set of six general curricular principles for which they sought faculty approval.[6]

1. Since SMWC is committed to educating women of all ages by means of different modes of instruction, general curricular requirements should be formulated so that they are appropriate for learners of different ages and for varying modes of instruction.

2. The term curriculum refers to both content and process. It is, therefore, more inclusive than traditional courses offered in a classroom setting. Consequently, it should encompass all those forms of learning through which a student gains college-level knowledge and competencies.

3. General curricular requirements should be stated in terms of learning outcomes rather than specific on-campus courses. Various ways of attaining the desired knowledge and/or competencies can then be defined. There can be different tracks for the resident and WED programs.

4. Curricular requirements should be applicable to those students whether WED or resident, who complete all their collegiate studies under the direction of SMWC faculty as well as to those students, whether WED or resident, who transfer credits to SMWC or who are awarded credit at entrance.

5. Exemptions from general college requirements should be made for individual students, not all students in a particular program, e.g., WED students.

6. Any grant application for curricular development should include plans for the development of course modules for WED students as well as the development of faculty to teach these modules.

In addition to these principles, others were enunciated in the curriculum proposal approved by the faculty. It was agreed that some of the consistent characteristics of Liberal Education, as interpreted throughout the years, are that it is moral, unitive, life-long and useful.

The chief end of Liberal Education is moral: the development of a free person able to make independent choices as an adult, and to participate effectively in public decisions that affect both the individual and society.

Liberal Education is also unitive because it holds that both its subject matter, the universe, and its object, the students are unified, integrated wholes.

In addition, Liberal Education is life-long in both its subject matter and its methods. It takes as its subject matter basic, universal truths about creation and our human experience. Not only do these truths provide a social and cultural continuity from past to present to future, but they also establish a continuity within our personal experience. Since our present knowledge of these truths is never as complete as is our potential knowledge of them, Liberal Education takes as its method the development of life-long learning skills - social analysis, aesthetic criticism, scientific method, religious and philosophical judgment - that will enable us to continue learning.[7]

Finally Liberal Education is useful because it prepares students to address problems and needs they encounter in the world in which we live. Beyond the specific preparation that students receive within their major area of study, the General Studies component of a Liberal Arts curriculum can develop a proficiency in the three trans-disciplanary areas of communications skills, systematic thought, and intercultural awareness.

Variations in Program Requirements

As previously mentioned, determined efforts were made to keep the curricular requirements the same for both the resident and WED programs; however, in this area we were not completely successful.

Six hours of Writing courses are required of resident students while only three hours are required of WED students because the WED Program is so writing intensive. Both WED and resident students have a two-hour requirement in Physical Education. Resident students take one hour of general fitness and then a one-hour elective. WED students take a two-hour fitness course which includes knowledge of and participation in a sport of their choosing. Resident students may choose two courses from the areas of Biology, Chemistry and Physics. WED students must take Biology and Chemistry. However, the one area where there is greatest divergence between requirements for students in the two programs is that of Foreign Language. Since the faculty could find no satisfactory way to teach long-distance learners a foreign language, this area is not required of WED students.

Processes Used in Curriculum Approval

In 1981 Saint Mary-of-the-Woods College adopted a new mission statement that was approved by students, faculty, administrators and Board of Trustees. During the same year the College was selected to participate in an NIMH funded project concerned with identifying the needs of adult learners for the purpose of responding to them.

About this same time the Lilly Endowment funded a grant entitled CALL (Career Advisement and Liberal Learning) which enabled the College to examine and strengthen its system of academic advising. It was natural then that by 1982 we began to examine the curriculum to determine whether or not it provided those opportunities for learning that would support and extend the mission statement.

At this point, faculty were encouraged to develop curriculum proposals as a group or as an individual. Several proposals were submitted to the administration. After careful consideration by the latter group, one proposal was accepted and the developer was asked to expand the initial proposal and present it to the entire faculty in August 1982. After initial consideration by this group the proposal was assigned to the Curriculum Committee where it was modified. Next it was sent to the three Divisions (Arts and Letters, Math and Science, and Social and Behavioral Sciences) for explanation and preliminary decision before it returned to the Faculty Assembly for additional discussion. Following this, the proposal was returned to the Curriculum Committee where it was accepted and then returned to the Faculty Assembly for approval of the general curricular structure. During the process members of the WED Advisory Committee and the individual academic departments met to review the proposed curricular plan and to develop suggestions for its modification.

In May 1983 Curriculum Workshop I was held. It dealt with the Skills for Advanced Learning courses. As a result of this workshop, specific courses and course developers were identified. Whenever possible, at least two developers were assigned to each course - one who taught resident students primarily and one whose principal responsibility was WED students. Courses in this area were accepted by the faculty in the Spring of 1984. In the process the format for a standard coursebook was developed which all course developers were obliged to follow.

In May 1984 Curriculum Workshop II was held. Faculty focused on courses in the Distributive Studies. Again courses and course developers were identified. Courses in this area were accepted by the faculty during 1984-85.

May 1985 brought Curriculum Workshop III. During this session attention was focused on Integrative Studies. Four proposals were considered and others emerged.

The Vice President for Academic Affairs has recently requested recommendations for faculty members to work on the development of these courses. It is expected that this group will make a preliminary report to the faculty in August and that the courses themselves will be developed, approved, and in operation no later than September 1986.

Coursebooks

Guidelines for coursebooks for General Studies were developed. The following pieces of general information were required to be identified: course title, number, credit hours, semesters/years to be taught; catalogue description (40 characters or less); advanced placement or test into information; texts and resources; level of students; specific course objectives; area of General Studies and rationale for including this course in General Studies.

The second part of the coursebook consists of the course syllabus which includes content and suggested methods of accomplishing specific course objectives. The third section is concerned with evaluation - both the methods of evaluating student learning and the methods to be used by students in evaluating the course. Finally, an appendix contains: a bibliography of works consulted in developing the course, a bibliography of relevant journals to be consulted in the future, and the names of the course developers. Each coursebook is approved by the Curriculum Committee and the Faculty Assembly.

WED Course Modules

The development of coursebooks, although helpful, was not sufficient for the WED Program. The next step was assigning WED faculty to develop course modules for WED and establishing a timetable for the introduction of the various courses into the WED Program. In some cases WED faculty who developed coursebooks went on to develop the course modules and then substituted the new module for the existing one where appropriate. This occurred with the Writing, Math, Computer, Economics, Music, Art and Literature courses.

In other cases deadlines were set for the preparation of course modules and their subsequent introduction into the WED Program. It is expected that all modules in the Skills area will be completed by October 15 and that they will be ready for use by January 1986. All Distributive modules should be completed by January for use no later than the spring of 1986. Integrative modules should be available no later than September 1986.

Faculty Development

Since so many WED faculty have been involved in the development of coursebooks and WED modules, a number of faculty are quite familiar with the objectives, content and methods of evaluation of the various courses. In an attempt to assist additional faculty to become knowledgeable about and to feel comfortable teaching certain key modules, faculty who developed the Life/Learning Skills, Literature, Art and History modules reviewed these modules with their confreres during Curriculum Workshop III this past May. Similiar presentations will be made during our Faculty workshop in August and over the next few years additional faculty workshops will be conducted prior to the introduction of new course modules.

When new members join the WED faculty an orientation session is held for them. The purpose of this session is to assist faculty to understand the workings of WED and to enable faculty to work effectively with adult long-distance learners. Each faculty member is also assigned a mentor from the same academic discipline, if possible, who is a seasoned teacher in WED. In addition members of the WED Advisory Committee assist new faculty with procedural details and also offer suggestions and encouragement.

As mentioned earlier, the new curricular requirements became effective for entering WED students on July 1, 1985. Only time, WED students and faculty, and other educators will tell what difference this developmental and integrated Liberal Studies curriculum will make. However, in terms of the problems surfaced by recent studies of higher education conducted by the National Institute of Education, the Study Group on the State of Learning in the Humanities, the AAC Committee which examined the meaning and purpose of baccalaureate degrees, and the Commission on Higher Education and the Adult Learner, we at Saint Mary-of-the-Woods College believe that we began to answer the educational questions of 1985 in 1981.[8]

Furthermore, we know with certitude that The Link was intentionally designed to meet the needs of our adult long-distance learners and not merely adapted from a structure intended for traditional age resident students.

NOTES

[1] For the content of this paper, I am indebted to Stephen Trainor, Chairman of the Curriculum Committee and principal designer of the new curriculum, Jeanne Knoerle, S.P., Chancellor of Saint Mary-of-the-Woods College, the members of the Curriculum Committee, and the faculty and staff of the WED Program, especially Robert Martin, Marie Denise Sullivan, S.P., James Wynne and Brenda Carlyle.

[2] The Link: A Planned Sequence of General Studies, 1985, p.2.

[3] The Curriculum Committee Proposal for General Studies at Saint Mary-of-the-Woods College, 1982, p. 7.

[4] Ibid.

[5] Ibid., p. 8.

[6] Fox, Marie, R.S.M. General Curricular Principles (unpublished paper), 1982.

[7] General Education Curriculum, 1983, pp. 1-2.

[8] The Link . . ., p. 2.

KNOWING AND DOING
LEARNING THROUGH EXPERIENCE AT ALVERNO COLLEGE

by
Pat Hutchings
(in collaboration with Allen Wutzdorff)

About ten months ago I began work, with a colleague in the Psychology Department, on a book about the experiential learning program at Alverno College, where I chair the English Department. In an early draft, the book focused almost exclusively on our off-campus field experience program for liberal arts majors -- on its developmental 3-course sequence, on an interdisciplinary seminar which students attend on campus in conjunction with their placements, on our work with and training of on-site mentors. I continue to believe this program is sufficiently interesting (and non-traditional) to attract readers; in the meantime, however, the scope of the book has, as such things will, shifted and expanded. In its current almost-final draft, the book deals with experiential learning in a far larger sense -- not just with an off-campus program but with the underlying concept of the relationship between experience and knowledge. It is our contention that learning -- at the very least the kind of learning we expect in college -- is active and involved and that, therefore, knowing and doing (or experience) must work together.

This is, of course, a large assertion -- amply large for a full-length book. Since I have considerably less space than that there, I would like simply to take a stab at defining what I mean by "knowing and doing" and then to raise some related questions and implications. My comments, as you will see, range from somewhat detailed (I have tried to include a few examples) to the very sketchy. I will, then, use the remarks and issues set forth here as the basis for further remarks at the conference, remarks I would prefer to deliver in a more casual mode and also (in keeping with my theme) in a way which will allow the audience to be active and involved. I hope that what follows will spark your thinking in preparation for the actual session.

Knowing and Doing

First, a few words about the primary assertion above: that knowing and doing must work hand-in-hand if learning is to occur. Certainly many of you will agree with me that students do not learn most effectively by passive absorption of facts. Although there is certainly a place, an

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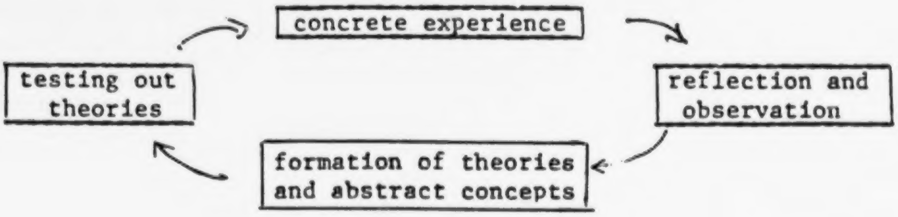
important place, for recall in learning at any level, the kind of learning we want most to foster at the college level goes well beyond that, encompassing Bloom's more advanced levels of synthesis and evaluation, for instance. Such higher level learning, I contend, occurs only when the learner moves through a process which integrates the acquisition of knowledge (facts, information, concepts) with the experience of doing something with that knowledge. This doing may take a variety of forms -- everything from writing a sonnet, to applying a theoretical framework from psychology in a simulated therapy setting, to working in the campus PR office. The point is that learning cannot stop with the accumulation of knowledge.

It is important to note that this is more than a fancy restatement of the old theory and practice model. The notion of integrating knowing and doing is not simply a matter of application but of an ongoing dialectic in which both knowledge and experience are repeatedly transformed. The student working in the PR office, for instance, may begin her work on press releases with a certain communications framework in mind, one she learned, let us say, in a textbook or lecture. Finding that her product is less than totally successful, however, she will begin modifying that framework, and that, in turn, will modify her next press release. She will need to find "theories" (I am using the word in the loosest sense, as a set of assumptions or ideas about how something should be done) which suit her personal style, the particular environment; and she will need to change her style, her environment, when theory dictates it is necessary to do so. This dialectic continues indefinitely, becoming more and more refined and subtle.

No doubt an explanation of this ongoing process fails to capture certain nuances and complexities, substituting, as models do, clarity for truth. It is interesting, however, to note that students themselves testify to such a process. Every semester, in the seminar for students with off-campus placements referred to above, we ask our students to describe and analyze something they learned through experience rather than from a textbook. This need not be too sophisticated an ability; indeed, we suggest possibilities ranging from roller skating to the solution of quadratic equations. (One student last year wrote about kissing.) The interesting point, regardless of the example is that, invariably, as they work with each other, students discover a process which includes several distinct, though not necessarily neatly sequential stages: the actual doing (taking that first step on skates) reflection on what has been done, usually at some distance, be it spatial, temporal, or emotional ("It took me three days to do one equation correctly -- there must be an easier way"); the development of something like an hypothesis -- some "theory" which will tell the learner what is working and what isn't, what to do next (skating requires that you move your body as well as your feet); and, finally, a testing out of those theories through further concrete experience (more skating, more equations). With this, the cycle begins again.

Though teachers admittedly have a knack for seeing in student remarks reinforcement for the frameworks they themselves are working out of, it is surely no exaggeration to suggest that in such inductively-derived student models of learning, one can see the rudiments, at least, of

Donald Schön's concept of the "reflective practitioner" or David Kolb's model of the "learning cycle":


concrete experience
reflection and observation
formation of theories and abstract concepts
testing out theories

Interestingly enough, our Office of Research and Development, the program evaluation arm of the College, reports dramatic shifts in students' orientations to Kolb's various learning styles. At entrance, both younger and older students showed marked preference for "concrete experience" over "abstract conceptualization," and for "reflective observation" as opposed to "active experimentation." In their first two years, they moved rapidly toward a more balanced pattern; by the second testing, they had come to rely equally on concrete and abstract modes of learning and to show a similar flexibility in choosing either reflective or active approaches. Finally, analysis revealed that students who showed high achievement in the curriculum changed more. To return to the original set of terms, then, the linking of knowing and doing is directly related to success in college.

Questions and Implications

For those of us interested in changing the face of higher education, the above must certainly raise questions and, in some cases, problematic implications. In the remainder of this paper I would like to pose some of those questions and implications in the hopes that we can explore them together.

1. If learning requires both knowing and doing, how do we as teachers, or as administrators, or as designers of curricula, assure that both take place and work together?

   What changes will this theory of learning necessitate in the way we think about ourselves as teachers, our classes (indeed the very notion of a "class"), our students...?

   More specifically, how well do internships integrate knowing and doing?

   What is the role of extracurricular activities in college learning? (What do we mean when we call them "extra" and what does this imply about our current concept of the curriculum and of learning?)

   And how do we make "testing out" an integral part of our "regular courses"?

2. If we're going to talk about active, involved learning, learning which includes experience, we're going to have to face up to those dimensions of the learner which are not purely cognitive. What about the affective dimension of learning? What problems and what opportunities does dealing with the "whole person" entail?

   More specifically, how does one deal with emotionally-weighted student work like the following (an excerpt from logs of a management student in an off-campus placement):

   > "Lately I have been thinking about how I feel being in a big business like this company. I really do not like it. I am not sure I enjoy the work I am doing. I do not feel I am really involved in the department itself. I know at times I should be more assertive but I sometimes feel overwhelmed by everything that is going on. I hope that since my project changed that I will feel as though I am a member of the department even if in a small way. This project gives me more of a sense of direction of where I am going and what I am doing for the company. There are many times when I feel I am just getting in the way. At times I think she would give me anything to do just to get me out of the way. These things that I have written are just the way I feel about the whole thing."

3. Finally (and I'll leave this one very vague) what are the implications for evaluation of student work if we are to consider both knowing and doing integral to learning?

THE NEW CENTER FOR LEARNING
TEN YEARS OF INNOVATION IN LIBERAL LEARNING

Eileen O. Rees, Brenda Bell, James M. Reynolds, Harry E. Wade

The New Center for Learning (NCL), an interdisciplinary alternative to the general distribution requirements at East Texas State University, represents a ten year quest to give students a meaningful and coherent liberal education. We believe that a good liberal education is always a highly personal affair. It is an attempt to help students see and understand the contexts in which their lives take shape and to help them acquire the skills and the desire to continue to learn when the formal part of their education is over.

Evolution of The New Center for Learning

In the spring of 1974, President F.H. McDowell, after learning about the New College at the University of Alabama, commissioned a group of faculty to develop a program at East Texas that would reflect a similar spirit of innovation. During the initial planning year of 1974-75, we studied liberal education programs around the country, secured a two-year FIPSE grant and were accepted in the Change in Liberal Education project, funded by the Carnegie Foundation. In the fall of 1975 we enrolled our initial 46 students - 15 completed the entire program. We base our program on twelve three-hour courses, with students taking two paired courses each semester; a team of two teachers from different disciplines teaches each course. Most of our faculty teach one NCL course, but we do have a core of the Director and four faculty who teach half-time, providing important continuity. During the decade of NCL's existence, we have had 40 different faculty members involved in the program and three directors. Each of us in the half-time core has team-taught with from between 12 and 16 different faculty members. We usually enroll about 10% of the entering freshmen. This past semester we had 138 students taking a total of 222 classes, with a faculty of 14 from the departments of English, history, psychology, physics, political science, theater, art, music, library science, anthopology, and education.

We have not only survived but flourished under three different university administrations, in a time when programs like NCL simply haven't been surviving at all. Indeed, we are gratified that the recent national reports on undergraduate education issued by NEH, NIE and AAC all corroborate the kinds of things we have been trying to do in NCL for the past decade.

Philosophy and Curriculum

We explore contexts with the students that move in two directions: laterally, from the individual to the family, larger social groups and finally to the world community; vertically from the past to the present and the future. We believe that students better understand themselves, their society, and the world when both the time-bound historical approach and the now-bound functional approach are combined in studying

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issues that the students see as significant.

To accomplish our major goal of enabling students to better understand the increasingly complex contexts in which their lives are shaped and to see connections between themselves, society, and the world, as well as between past, present, and future, the New Center uses a distinctive curriculum model which has four key elements. First, we take an integrated, thematic approach that helps students to develop a holistic view of the world, to see the relationships among the parts and where they - the students - fit into the picture. We try to give students the "connected view" by using a curricular model of expanding concentric circles that begins with the self, advances to society and culminates in a global perspective. In addition, NCL focuses on pressing personal, societal, and global issues because we think it makes for lively and significant teaching and learning and because the future of our democractic society, not to say the world, demands that we study these issues in all their complexity and from as many perspectives as possible. Our third key characteristic is interdisciplinarity. We believe that disciplines are important, but we question whether disciplines as separate entities can orient students to a world which increasingly insists on being viewed whole with all of its interdependencies and moral dilemmas.

The last key element of the New Center curriculum is a team- teaching approach that actively involves both students and faculty in the learning process, for we have always believed that the best learning should be active. We also believe that learning should be fun - that there is enormous pleasure in using our minds. Because we ourselves find learning exciting, we hope that our own enjoyment of learning provides a model for the students. In NCL we are all - faculty and students -part of a community of learners. True, we as faculty come with our expertise, but we are dealing with issues that are beyond the range of any one discipline alone. Instead of authority models, the teachers in New Center become models of how intelligent, educated people grapple with significant issues. Our classes involve discussion, thinking, insights, and yes, even nonsense - all aimed at trying to understand the human condition during the last two decades of the twentieth century.

Another major purpose of New Center, besides giving students the "connected view", is to help students acquire the tools of learning. We emphasize oral and written communication in all classes. In the New Center we write across the curriculum. Students keep journals, prepare self-statements, write essays in all their classes and write research papers in several of them. New Center students constantly write, which means that the faculty constantly read and make comments on students' papers. While the volume of writing is very demanding in every New Center class, we believe there is no other way to improve students' thinking and writing.

The model of team-teaching that we use is similar to what Shelby and Calhoun at the University of North Carolina call concert teaching. In concert teaching both instructors are jointly and equally responsible for all aspects of the course including preparing the course syllabus, selecting materials, grading papers, as well as the daily teaching of the class. Concert teaching requires not only two teachers who work comfortably together, but also very thorough team planning. Students enjoy and gain much from the diversity of opinion and teaching style concert teaching presents. The faculty find sharing a classroom with a colleague exciting and challenging; we learn a lot from each other.

The heart of the program is in the courses. The freshman year focuses on the individual with students taking two related courses each semester. The first course, which we call Self, uses literature, psychology, philosophy, drama, music and art to investigate how the self is shaped, expressed, and changed. The related course, called Human Nature with a psychology designation, looks at various theories of human nature. Students begin to see the difficulty of understanding homo sapiens and also how these specific concepts influence how we view the world and conduct ourselves. During the second semester the concentric circle is enlarged to include relationships to immediate others. Self and Others looks at various kinds of relationships: family, friends, lovers and work. The paired course, Self and Values introduces students to the ethical dimensions of relationships.Here they beome aware of the ethical decisions they make every day and learn how to analyse and evaluate them.

In the sophomore year we focus on society. During the first semester students take American Character which looks at the factors that make Americans different from other people. The course attempts to answer the question " Who am I as an American?" The paired course, America and China, introduces students to another culture, but more importantly by comparing American and Chinese culture, it enables students to see their own culture in a new light - through Chinese eyes. Students begin to understand the role of culture in shaping behavior. During the second semester students take America and the World which looks at the role the U.S. has played in the world during the twentieth century. The course considers how our society relates to other societies. The paired course, Society and Values investigates the values of our society and how these influence our relationships with other societies.In the junior year we focus on the global dimension; The Global Village looks at the implications of growing global interdependency and Shaping the Future considers alternative scenarios for the individual and collective futures the students will experience. Two science courses complete the program. Science and Environment investigates our relationship to the physical world. Science and Society looks at how science and technology have developed and the role they play in modern life. We are now planning an additional course, Quantitative Problem Solving; students will learn appropriate skills and practice applying them to problems relevant to their concerns and to their other courses.

It is difficult to condense the many things that go on in NCL into a brief presentation, but perhaps a closer look at one specific course will illustrate how the common course elements are incorporated.

Common Course Elements

"Daddy, I have had to kill you."

"We need new friends; some of us are cannibals who have eaten their old friends up."
"The hungers that go unfulfilled in childhood don't ever go away."
"Love is a plunging into darkness toward a place that may exist."

These quotations from our readings are a fair sample of the issues which students taking the third NCL course, Self and Others, are forced to confront. We structure it around the relationships of family, friendship, and love and marriage and our readings are varied, moving from theory to concrete example. We read sociologist Suzanne Keller's discussion of how outside social and economic forces threaten the family. With Lorraine Hansberry's play RAISIN IN THE SUN we see how lack of money almost destroys the family of Walter Younger. We move from psychiatrist John Reisman's explanation of receptive and reciprocal friendships to Finny and Gene in the novel, A SEPARATE PEACE. Rollo May's essay "The Sexual Paradoxes of Contemporary Life " gives new dimension to Bernard Slade's SAME TIME, NEXT YEAR.

And through the students' journals, the issues are brought to the absolutely personal level. Students turn in two journals a week and in them they explore how these issues are affecting ther own lives.For example, one journal direction invited them to explore their friendships. They started with a list of friends which they classified using questions like these: which ones can cheer you up when you're depressed, which ones can you borrow money from, which ones can you call at 2 am? The follow-up journals were characterized, as journals often are, by discovery: "I had never realized...It hadn't occurred to me...Now I see why..." With two teachers commenting on each journal, we can push these discoveries even further.

A journal is one place where all NCL students write, but not the only place. All NCL classes also require essays. Self and Others uses three, one for each type of relationship we examine. We use the essays to push students toward synthesis, to combine their own experiences with what they've learned from the readings to answer questions like what happens when family members have conflicting values? or what are the costs of being a friend? or is it true that when we fall in love we really fall in love with ourselves?

The course culminates in another common element of the NCL curriculum, the self-statement: a long document (some have even been 20 pages) in which the students explore how their own lives and values have both shaped and been shaped by the relationships in which they have been involved.

Probably most of us, if pressed to single out the most important element of our lives which gave them shape and meaning, would answer that it was human relationships. Yet most of us enter into relationships blindly. We blunder about in them and whatever we do learn about how to handle them is often at the expense of a relationship that failed. We do it this way because we have little opportunity to do it in any other way. We believe the most important thing that Self and Others does is to offer a forum and the materials for a systematic examination of an area of our lives that is of crucial importance to the quality of our existence. Maybe we have even forestalled some failures.

Benefits to the Students, Faculty, and the University

Obviously we are enthusiastic about our program and believe that it offers many benefits to students, faculty, and the university. Foremost is the genuine intellectual stimulation it offers. Students have an opportunity to expand their horizons, to discover unfamiliar ideas, and to try out their own thinking in a supportive environment. Faculty have a chance to escape from their academic pigeonholes amd risk the challenge of learning - and teaching - less familiar material. NCL jolts us out of any complacency we might feel about our teaching.

Many of the other benefits fit rather well under the six Cs that we stress throughout our program - comprehension, critical thinking communication, community, connections, and commitment.

In some undefinable way, NCL changes our COMPREHENSION, our view of the world. For students, this means discovering the world of ideas in all its complexity. For faculty, this means that we can no longer afford to ignore what we don't understand. We keep on learning because everything going on in the world in some way fits into one of our classes.

In NCL we begin to think differently and our capacity for CRITICAL THINKING grows. Students discover that they are taken seriously as responsible people, expected to think as well as absorb information. Ann, an early NCL student, reflected this when she said that she had always accepted what she had been taught because she was SUPPOSED to, but NCL gave her the chance to examine ideas and to accept them because she WANTED to.Through team-teaching, students benefit from two sets of comments and criticism on their work. They may even discover that it is possible for two people to disagree about ideas yet still respect and like each other - and perhaps even both be right. Faculty learn how to be constructively critical of student writing, how to help students learn to write better, even how to be critical of our own teaching.

Because we stress COMMUNICATION in all NCL courses, students develop both their oral and written communication skills. In the relaxed, informal atmosphere even shy students feel comfortable enough to participate actively in discussions, at least in small groups. Students also often find their performance in other classes favorably influenced by what they learn in NCL. One of us recognized an example of this when giving an essay test in an upper level psychology class when the several sophomore NCL students in the class wrote far better papers than most of the other students. Although most of us feel that we know how to write, NCL's emphasis on teaching writing sharpens our own writing skills. We also become aware of the need to give students in our regular classes more practice in writing, to use writing as a tool for learning, not just testing. We discover what it is like to communicate in the classroom with a colleague, even when our ideas are far from in agreement. Communication with students can be gratifying as well. The journals provide an important vehicle for ongoing communication on a personal as well as intellectual level. Journals may even be therapeutic, as they were for Bill, a student in the Self course. Bill never spoke of his problems, but by the end of his first semester, he had worked through many by writing in his journals.

Certainly one of the most rewarding aspects of NCL is being part of a COMMUNITY of learners, with shared values, a community that offers genuine collegiality and constant intellectual stimulation, a community formed by choice rather than chance. Students develop close ties with other students in the program; in fact, Patty once described some of her classmates as a "second family." Students, exposed to continuity in teachers over several years, get to know them well, to see them as role models, perhaps even mentors. Students have adults who care constantly available to them, especially during the crucial freshman year.

Our integrated curriculum is one that makes CONNECTIONS explicit. Course material is relevant to students' lives and can influence their futures.By writing self-statements each semester, students focus their learning on their own lives. The following quotation from the journal of a student taking several NCL courses at once illustrates well how students make connections: "It's getting worse! All of my NCL classes have turned into one megaclass...I'm almost tempted to sit down and draw a chart the size of my room that links together all the elements of my PSci 289, Eco 388 and Hist 189. It's good in a way because I am getting a nice big mental picture of the whole mess." Since we as faculty are always trying to help our students see connections, we become more sensitive to them ourselves.

NCL requires COMMITMENT - and the idea of adding commitment to our list of Cs grew out of a comment made by a former NCL student, a 50 year old ex-Marine who was running a bar downtown. He pointed out to us that all our good resolves didn't amount to anything without commitment. Students develop commitment by finding a values orientation in their courses which heightens awareness of their own values and the way in which these influence their lives. Leslie, a recent student in Self and Values, articulated this in a jounal when she said: "I have thoroughly enjoyed this class. It opened my eyes to issues around me that I have never even considered before... But by looking at them, they became personalized. I understand them. I like understanding things at a deeper level. But with understanding comes the responsibility of making the correct decisions. Sometime ignorance is bliss when having to make a difficult decision. Yet that is the easy way out...As I look around I see issues that need to be dealt with everywhere. I just wonder how many other morally blind people are walking around in the daze I was a month or so ago?" The faculty commitment is not just to the purpose and values of the program, because we believe wholeheartedly in these or we wouldn't be teaching in it. NCL also demands a considerable commitment of time, energy, and emotional involvement - a commitment that brings stimulation, excitement, and rich rewards.

The New Center for Learning provides national recognition for East Texas State University, cross-fertilization and renewal among faculty, and most important, perhaps, it provides a place to address the problems and possibilities of a liberal education in today's world.

THE ADULT LIBERAL STUDIES PROGRAM AT THE UNIVERSITY OF TOLEDO

A BACCALAUREATE DEGREE PROGRAM FOR ADULTS EMPHASIZING THE LIBERAL ARTS

Author: John S. Swift, Jr.

Background

In the final report of the Carnegie Council on Policy Studies in Higher Education it was pointed out that in the late sixties and seventies the number of eighteen year olds entering college began decreasing, emphasis on career education began growing, and a concern of many colleges and universities to address a wider market of potential students, (ie. adults), began increasing (pp. 14-30). Knowles documented the changes in higher education which effected the adult learner. Special counselors, courses, and degree programs taught day and night on and off campus became a reality at many institutions (pp. 294-304).

Like many universities in the late 1960's and early 1970's, The University of Toledo considered a variety of methods of providing greater access to educational opportunities for adults. The Faculty Senate, at its meeting on April 22, 1971, proposed to house a new baccalaureate degree program designed for adults over the age of twenty-five within the University College which became the center for the Adult Liberal Studies (ALS) program. Modeled after programs at Roosevelt University and the University of Oklahoma, it was designed to be more flexible than either of those two programs.

The Adult Liberal Studies Program

Any adult who is twenty-five years of age or older and who has no college experience, or a minimal record, or a record completed years previously, is eligible to enter the program as long as h/she is a high school graduate or equivalent. The program is constructed to provide the opportunity to receive up to seventy-five hours of general education credit using the College Level Examination Program (CLEP) general subject exams. It is also meant to offer students a liberal education with general education requirements that CLEP can replace, and also a series of three special six hour topical seminars in the humanities, social sciences, and natural sciences. Through 52 hours of electives, which include a block of four courses and a written senior thesis, students can elect a minor area for study or pursue courses of interest. From what students say about the ALS program, of their academic success, and because the program has increased the revenues of the University, the

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Adult Liberal Studies program is considered successful, meets adults' needs, and is a program that can be replicated by other colleges and universities.

Facts about The Adult Liberal Studies Program

The program has been attractive to over 1000 since it was created. Over ninety percent of the adults enrolling are employed, most full time. The program can be completed entirely at night. The program is open admissions. While every effort is made to encourage all entering students to continue their studies, about 40% of those who enroll in the Introductory Seminar will not remain in the program.

As a state institution most of the students who enroll in the program are Ohio residents coming from the greater Toledo area. Ohio residents constitute 94.5% of the enrollees, 92% of whom attend part time. Women are 61.9% and men are 38.1% of the entering population. Only 19.5% of the enrolling students are under 30 years of age. The majority, 56.9% are thirty to forty-four years old when they first enter the program. Adults forty-five years old and older make up 23.7% of the number enrolling. Of all the students who took CLEP, only 29.4% have previously attended a college and few have transferable credit.

The program has its own director, who with an assistant, do all the academic advising of students and teach the Introductory Seminar.

Unique features of the Adult Liberal Studies Program

The first feature of the ALS program is the Introductory Seminar. This class is required of any person who enters the program. The course is considered to be the foundation for all work the student will subsequently take. Basic skills, selection of courses, and the CLEP exams are topics the course addresses.

The second feature of the program is the extensive use of the CLEP exams. Students are required to take the exams after their first quarter and before enrolling in any general education or seminar courses. In addition, other methods of evaluation of life experiences are available for a student to receive additional credit. Students who do not earn the fifteen hours of CLEP credit for each exam passed with a score of 440 or higher must complete fifteen hours of general education courses at the lower level before taking the ALS seminars.

CLEP and the adults in the ALS program were the subjects of recently completed research studies. Of 1049 students who enrolled in the Introductory Seminar from Fall quarter 1971 through Winter quarter 1984, 436 had attempted at least one CLEP exam. For 116 graduates of the program, the average amount of CLEP credit earned was 59.578 hours.

The seminars are the third feature of the program. All University faculty may submit a seminar course proposal. From the proposals submitted instructors are selected by the ALS Advisory Committee. The seminars are an opportunity for faculty to teach their subject to adults in a manner which will relate the material to daily living, and in a six hour course which permits a maximum amount of flexibility of teaching style. In a survey of ALS students soliciting their feelings about their experiences in the program the seminars received high praise.

The responses to questions about the ALS Program should be useful to an institution which is considering special programming for adults. A significant number of respondents specifically stated CLEP, personal satisfaction, or flexibility as being satisfactory aspects of the program. At the same time the following concerns mentioned by students should be considered. Of greatest concern was the quality and sensitivity of the advising students received. The credibility of the liberal arts program, the sensitivity of faculty to the adult as a student, and the required courses in math and natural science were three items students felt needed addressing. Other areas that students felt needed attention and/or changes were the times of the day when classes were offered, the availability of Saturday seminars, the need for a booklet of information about the university and the program, and the need for assistance in dealing with the "red tape" of the university.

The fourth feature of the program is the availability of sufficient elective hours to do a minor or concentration in an area of interest. Research indicates that the academic program concentrations of the graduates of the Adult Liberal Studies program included: business, education, engineering, information technology, and the arts and sciences.

The fifth feature of the program is the required block of four courses and a written senior thesis. The six hour senior essay is written under the supervision of a faculty member selected by the student. Not only does this relationship permit the student to work in a mentor situation, it has introduced many faculty members to the high calibre of students in the Adult Liberal Studies program. In the past two years two students have had their senior essays published in respected journals. While most senior theses do not receive this type of recognition, according to faculty mentors they are similar in quality to those that have been selected for publication.

The success of the program has been demonstrated in the following ways. First, 69% of the students graduated with a gpa of 3.000 or higher. Of those students, 36.2% graduated with a 3.599 or higher. The importance of this fact is that for most of these students their course work has been done almost exclusively taking junior and senior level classes. The upper division requirement of The University of Toledo is from forty-five to sixty hours of junior-senior level course work for a baccalaureate degree. Graduates of ALS had an average of 94.388 hours of 300/400 level courses. This is 57% more than required for the degree.

Finally are the comments of the students about the program and how they feel it has effected their lives. Some of their comments are quoted as follows.

- The CLEP test gave me a big boost about my ability to go back to school after over 20 years. It encouraged me and made me feel good about continuing my education. It looks good on my work records too. I was promoted to supervisor by addition of responsibilities in my department..

- If you are over 25 years old it helps if you can go to school part time & still finish in a reasonable length of time. Also the informal atmosphere of ALS allows a person to still feel like an adult.

- I liked being with people my own age. After raising a family of 5 children I wanted to know if I could do college level work. My 3.2 average raised my self esteem.

- Discovering that I could do it. I began at the age of 68 and will graduate this August--4 days short of my 71st birthday.

- The ALS program provided the opportunity for me to acquire a college degree which I would not have been able to do otherwise due to my full-time work schedule. I am very thankful for the ALS Seminar program in that it was so geared that I have a better understanding of the technological world we attempt to function in. I strongly support the ALS program.

- The seminars provide a unique atmosphere to the adult returning to college--The seminars also act as a means to capitalize on the backgrounds of the other students-on experience which usually is not found in other classes.

- --it was confidence building--I finished program--went to law school (and graduate school) and have a position with major law firm. The size of class and the opportunity to work independently; the structure of classes to accommodate the responsibilities of being a parent, and full time employee-...

- It afforded a good liberal background for future studies. The introductory seminar was a great way to ease into the university system, especially for one who had been away for 27 years.

- At age 36, never having attended college, I feel the opportunity to attend school with students my age was beneficial and supportive. The quality of the seminar professors was superb and added to the quality of our education-in other words, there were no "easy grades."

- The program was geared to adults, by this I mean the ALS program cut through the "red tape." The program made me feel at ease. I was more than just a number. I can honestly say that without ALS I would not have returned to school. Currently, I have a graduate degree which would not have been possible with out the acceleration of my bachelor degree in ALS.

Economic Benefits for the University of Toledo

The University of Toledo has benefited from this program. There is every indication that students enrolled in the Adult Liberal Studies program because of the opportunity to shorten the time required to earn a degree by receiving credit for recognizing prior learning (RPL). The assumption that RPL would cause students to enroll in the University is supported by the results of a questionnaire sent to the 436 individuals who had taken CLEP. Of those responding, 68 percent indicated that their choice of entering the program was influenced by the University's policy of awarding up to 75 hours of college credit for successful completion of the CLEP examinations and English essay.

While the hours awarded for prior learning were hours for which no tuition and fees were paid and no state subsidy could be claimed, the net result was increased institutional income. Specifically: the analysis of the instructional fees, general fees, and claimed state subsidy gained or lost in the ALS program was completed to learn if it was financially a benefit or a liability to the University.

The net calculated instructional and general fee income and subsidy claimed from the enrollment of the 436 students was $947,588.46.

Economic Benefits for the ALS Students

The amount of money a student saved while earning a baccalaureate degree can only be discussed using the analysis of the data for graduates. The graduates paid an average of $2897.67 in instructional fees, general fees, and exam costs. These students would have paid an average of $4321.78 to earn the degree if they had not been granted credit for prior learning. The University, on the average, lost $885.08 in fees and could not qualify for $655.51 in state subsidy per student because the graduates were granted credit for prior learning. However, income averaged $2856.91 in instructional and general fees and an average of $4393.73 in subsidy could be claimed.

Conclusions

The Adult Liberal Studies program is a success as measured by the reactions of the faculty who teach its courses, the students who have participated in it, and the university administration who enjoy the increased revenues it has produced. The graduates have both commented and demonstrated success which they relate to their having completed the ALS program. For many, it takes several years to complete the program because they take only one and two courses a quarter. However, the program is one that offers adults benefits from the beginning, not just upon completion. It is a program another college or university could replicate. The Director of ALS would be happy to provide information another institution might request in order to create a similar program.

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THE "DANTES" PROJECT
AN EXPERIENTIAL LEARNING FEASIBILITY STUDY
CONDUCTED AT WRIGHT-PATTERSON AIR FORCE BASE BY
SINCLAIR COMMUNITY COLLEGE, DAYTON, OHIO
JANUARY 1, 1980 TO DECEMBER 31, 1980

Jean Janco-Cook

"It amazed me how much non-college education I have received in the Air Force.....I became aware of myself and was proud of my relating to my personal, Air Force and lifetime goals..... I like the way it led me step by step into the awareness of my potential for higher education." Comments from the Air Force Sargents who participated in this study.

Introduction

A contract for $25,000 (Contract NOO 204-79-C-0131) effective 9/28/79 was issued to Sinclair Community College, Dayton, Ohio by the Department of Defense-Defense Activity for Non-Traditional Education Support (DOD-DANTES). The award provided funds for Sinclair Community College to conduct an Experiential Learning Feasibility Study for 25-30 enlisted personnel, E4-E9 category at Wright Patterson Air Force Base (WPAFB), Dayton, Ohio during 1/1/80 to 12/31/80.

Professor Jean Janco-Cook, Portfolio Facilitator at Sinclair was appointed Project Director of the Experiential Learning Feasibility. Dr. Barry Heerman, (at that time) Director of Experience Based Education provided guidance in developing, implementing and evaluating the study. The Experiential Feasibility Study was referred to as the "DANTES Project" by Sinclair Community College personnel during the progress of the study.

For purposes of this study, the term experiential learning designates learning that differs from the traditional college sponsored lecture mode and that learning which usually happens outside the college. While experiential learning can be class-room-based,emphasis in this study is on non-sponsored, prior learning occuring in off-campus settings.

The most important feature of the study is how the Credit for Lifelong Learning Program (CLLP) at Sinclair Community College assisted the sargents to gain college credit for their learning experiences. The Portfolio Development course, part of the CLLP, was the means through which students first develop future career and educational plans and then describe and document prior, experientially acquired learning.

Samples of portfolios written by the sargents in this study will be displayed at the presentation of this paper at the conference

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Method

One-hundred ten persons verbally expressed interest in participating in the DANTES project at the orientation sessions. These students were then screened for rank verification (E-4,E-9), some learning experiences in the Air Force, some expression of educational goals, and stability of assignment to WPAFB during 1980. The Project Director randomly selected forty-two students, more than required for the study, to allow for attrition and withdrawal.

The remaining seventy-one enlisted men were encouraged to take EBE 100, Portfolio Development, through other sections at Sinclair Community College using Tuition Assistance through the Education Services Branch to finance the cost of the course. Of these seventy-one, eleven did register for EBE 100 on their own, and took the course as a regularly enrolled student at Sinclair. Only two of the students completed their portfolio.

Mrs. Janco-Cook, Project Director, acted as a Portfolio Facilitator and conducted two sections of EBE 100 Portfolio Development at WPAFB at 12 noon on Tuesdays and Thursdays and at 4:30PM on Tuesdays in Area B, Building 640, Room 161 and Area C, Building 2, Room 19 respectively, beginning January 8, 1980. Student enrollment for each section approximated twenty-one students. Group sessions were held throughout the quarter. In addition, individual sessions were held at appropriate times to faciliatate portfolio writing.

The portfolio consists of a portable binder containing:

1) a cover letter stating credit request,

2) an opening statement called a "goals paper" describing personal, career, and educational goals,

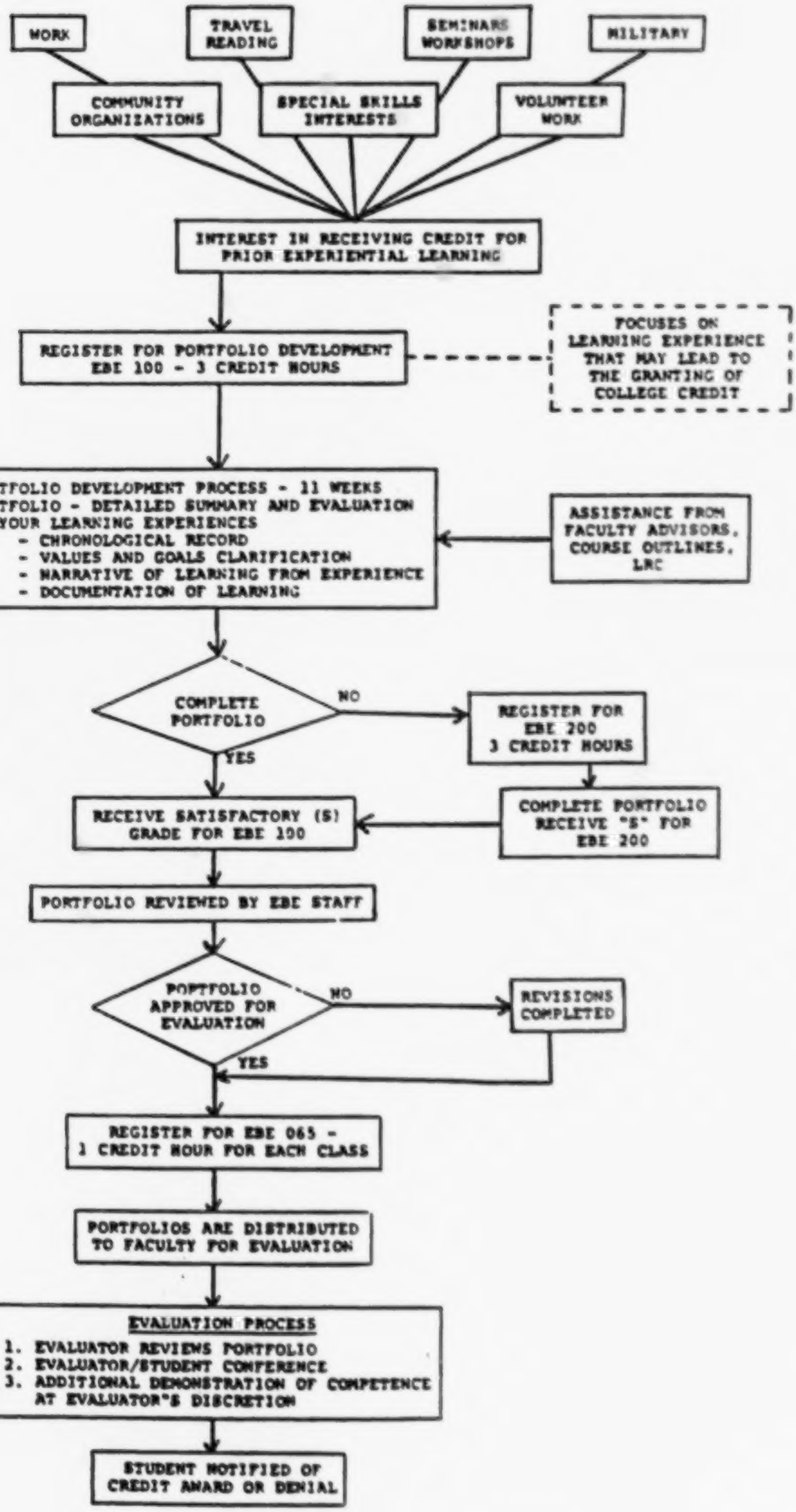
3) a year-by-year chronological record of significant experiences from high school graduation to the present time,

4) a narrative (in three column form) providing concise statements of experience and of learning as it relates to a particular subject area, or competency, and

5) documentation of the learning experience following each competency area described.

The students continued to meet in group and individual sessions with the Portfolio Facilitator, throughout the winter quarter. Twenty sargents completed their portfolios, meeting the Portfolio Facilitator's final approval. The portfolios were then assessed by an Assessment Committee of a team of faculty in the Experience Based Education Department at Sinclair Community College. The Assessment Committee uniformly commented on the excellent quality of the portfolios. None of the portfolios required any rewriting.

PROCEDURES FOR RECEIVING CREDIT FOR LIFELONG LEARNING


WORK
TRAVEL READING
SEMINARS WORKSHOPS
MILITARY
COMMUNITY ORGANIZATIONS
SPECIAL SKILLS INTERESTS
VOLUNTEER WORK
INTEREST IN RECEIVING CREDIT FOR PRIOR EXPERIENTIAL LEARNING
REGISTER FOR PORTFOLIO DEVELOPMENT EBE 100 - 3 CREDIT HOURS
FOCUSES ON LEARNING EXPERIENCE THAT MAY LEAD TO THE GRANTING OF COLLEGE CREDIT
PORTFOLIO DEVELOPMENT PROCESS - 11 WEEKS
PORTFOLIO - DETAILED SUMMARY AND EVALUATION OF YOUR LEARNING EXPERIENCES
- CHRONOLOGICAL RECORD
- VALUES AND GOALS CLARIFICATION
- NARRATIVE OF LEARNING FROM EXPERIENCE
- DOCUMENTATION OF LEARNING
ASSISTANCE FROM FACULTY ADVISORS, COURSE OUTLINES, LRC
COMPLETE PORTFOLIO
NO
YES
REGISTER FOR EBE 200 3 CREDIT HOURS
COMPLETE PORTFOLIO RECEIVE "S" FOR EBE 200
RECEIVE SATISFACTORY (S) GRADE FOR EBE 100
PORTFOLIO REVIEWED BY EBE STAFF
PORTFOLIO APPROVED FOR EVALUATION
NO
YES
REVISIONS COMPLETED
REGISTER FOR EBE 065 - 1 CREDIT HOUR FOR EACH CLASS
PORTFOLIOS ARE DISTRIBUTED TO FACULTY FOR EVALUATION
EVALUATION PROCESS
1. EVALUATOR REVIEWS PORTFOLIO
2. EVALUATOR/STUDENT CONFERENCE
3. ADDITIONAL DEMONSTRATION OF COMPETENCE AT EVALUATOR'S DISCRETION
STUDENT NOTIFIED OF CREDIT AWARD OR DENIAL

The twenty sargents were then enrolled in Assessment of Prior Learning, EBE 065, for evaluation by a Sinclair Faculty Assessor who currently taught the course for which they were requesting credit. The Faculty Assessor determines whether credit should or should not be awarded. (See Figure 1 for an overview of the Portfolio and Assessment process.)

Student fees, admission costs, necessary materials and the portfolio text were covered by the grant budget.

Conclusion

Twenty sargents received three hundred sixty-four quarter credit hours from the Portfolio process (i.e., called the Credit for Lifelong Learning Program at Sinclair Community College), or an average credit award of over eighteen quarter hours per student. Eighty-eight percent of the courses applied as direct course credit to their chosen program of study, the remaining twelve percent as electives. Sixty-eight percent of the seventy-seven courses graded were A's, and nineteen percent were B's, indicating college level quality learning experiences. The data confirms the sargent's overwhelming ability to connect Air Force learning experiences to programs of study at Sinclair Community College.

The results identified personnel most likely to benefit from the Credit for Lifelong Learning Program at Sinclair Community College were E5's, E6's, and E7's. All the E4's either withdrew or received an unsatisfactory grade. Only one E8 enrolled in the project, and no E9s enrolled at all.

Sixty percent of the sargents enrolled in the DANTES project because they needed college credit. Some stated college credits enhanced promotion opportunities. Twenty percent wanted help with resume writing. Fifteen percent listed free tuition as the most important reason they enrolled in the DANTES project. Personal satisfaction reasons provided stronger impetus for the remaining five percent.

There seemed to be no end to the "BEST" parts of the course. Their comments were "increased confidence in ability to obtain college degree... ...greater personal insight into myself...awareness of being a role-model to my wife and children....appreciation of education received in the Air Force....raised feelings of self-esteem....sense of accomplishment....... convinced me of my ability to obtain college degree....able to exercise more power in determing my own destiny."

The "WORST" parts were "actually writing the portfolio, putting all the portfolio together....poor syllabi for some courses...not enough experiences tofulfill the course syllabi...need manual just for military people." Most of the twenty "completers" did feel like "giving up" but continued. Many cited the interest and help from the Portfolio Facilatator as a major factor. Others commented on having personal pride in the completion of the "mission" pushed them on to finish their portfolios.

All the sargents agreed to having the Project Director show their portfolios to their supervisors. Several of the sargents presented their portfolios at the scheduled briefings in their areas. Their supervisors were pleased, genuinely impressed with the completed portfolios, and encouraged other men in their command to become involved in EBE 100.

Recommendations

1. A GREATLY EXPANDED EXPERIENTIAL LEARNING ASSESSMENT PROGRAM (ELAP) PERMITTING THE PARTICIPATION OF A WIDE SPECTRUM OF ENLISTED PERSONS NOT ONLY AT WPAFB BUT AT OTHER MILITARY INSTALLATIONS.

   The Air Force provides unusually high quality learning experiences to their personnel (e.g. inservice training, work experience, travel, etc.,). Data from the DANTES project indicates college level equivalency of these learning experiences. The student population of E5's to E8's at WPAFB and other military installations warrants participation by qualified students.

2. INITIATE STATUS OF A FULL-TIME CAREER PLANNING EXPERIENTIAL LEARNING ADVISOR AT WPAFB AND OTHER SIMILARLY SIZED MILITARY INSTALLATIONS.

   Military experiences are goal directed, structured and definite. The Project Director assisted the DANTES students to incorporate military experiences and values into their personal life/career plans.

   The Career Planning Experiential Learning Advisor would assist the military student to:

   a) use non-traditional methods to gain college credit, and
   b) clarify educational/career goals within the military service.

3. FINANCIAL AID FOR TUITION AND MATERIALS NEEDED IN AN EXPERIENTIAL LEARNING ASSESSMENT PROGRAM.

   Salary constraints pose a financial hardship for E5's-E8's to pay the additional tuition and fees over the amount allowed through Tuition Assistance in the Education Services Program. If enlisted personnel are to receive recognition for experiential learning, then it is essential that financial assistance programs be approved for participating in assessment programs.

4. PARTICIPATION IN THE EXPERIENTIAL LEARNING ASSESSMENT PROGRAM SHOULD BEGIN IN THE FALL.

   Studying for promotion examinations in January-March prompted withdrawal of qualified students from the DANTES project. Typically, the general student population enrollment at WPAFB is higher in fall quarter than other quarters. Evidence suggests that military personnel pursue academic goals more rigorously in the fall season that at other times.

SERVING THE MILITARY'S EDUCATIONAL NEEDS

Paula Nossett

The late 1960's and early 1970's saw many changes occurring which were important to higher education. The first trend discernible in the future was the declining enrollment of traditional students. The next observable trend was the growing importance of non-traditional students. While these factors in the evolution of higher education were obvious, an element not always noted was the importance of higher education to non-traditional students in the military and, conversely, their importance to higher education. While higher education has provided many services to the military including actual instruction in military occupational skills for active or reserve military personnel, this presentation deals generally with the adult continuing education provided for the military by higher education, and particularly with the programs provided by Vincennes University, a community college.

Some may ask why education is important to service personnel. Bill Briscoe comments that education is important to service members in helping them carry out their duties more efficiently, to prepare for more responsible jobs, and to help them gain promotion. Further, career personnel will be beginning second careers after they have retired from the service. Many of them make educational preparation before retirement through their base extension centers (16). Possibly just as important, from the standpoint of the services, is the fact that for them to maintain all-volunteer services, they must attract about one out of four qualified and available 18-year-olds. T. Edward Hollander comments, "Department of Defense surveys show that the desire for education is a major reason for enlistment" (17).

Increases in technology is the 1970's caused the military services to provide increasing technical-vocational education, but they also had to provide adult basic education. Jerrold Burnell states that 40 per cent of incoming Army recruits were not high school graduates, and only 5 per cent had prior college training. Developmental education and GED preparation became major activities at military education centers. Today, though, to meet current needs, education centers need programs that run the spectrum from secondary developmental education to doctoral levels (25). Education on military bases is not organized like a university or college. Each base has an Education Center which acts as an educational brokerage agent; that is, it determines educational needs on the base and selects institutions to fulfill those needs--whether one course, one program or extension centers offering courses leading to degrees in many curricula. On most bases the variety is more, rather than less. Donald Harbert and Russell Koehler cited figures of 800,000, or 40 per cent, of active duty military personnel participating in off-duty civilian-oriented post-secondary education. They expect this number to increase due to educational

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emphasis in promotion, civilian need for education and increasing financial support (16).

Vincennes University, an open admission community college with a strong commitment to individual student development, began its service to the military by offering courses at the Naval Weapons Support Center at Crane in 1968. The most popular courses offered there were law enforcement and business administration. Taking on a bigger challenge in 1972, Vincennes was invited to offer courses, in cooperation with the Education Center, at Fort Benjamin Harrison near Indianapolis. The courses, part of "Operation Bootstrap," provided opportunities for officers and non-commissioned officers to work toward associate degrees. Open to civilians now, the extension center today has an annual average of 2000 students, offers ten curricula leading to associate degrees, and has graduated hundreds. This year saw 31 graduates, about average in number. Additional programs have been given as needed, such as the special course in government auditing or the Basic Skills Education Program. The third program begun in cooperation with the military was a one-curriculum program in aviation maintenance at Grissom Air Force Base near Kokomo. Begun in 1976, this program ran two years.

Vincennes' experiences in providing education on military bases have shown that military personnel have the same needs as other non-traditional students. They need support systems--help with finances, counseling and planning aid, plus preparatory or developmental courses. They require access to education such as convenient location and flexible scheduling. Such a diverse population, of course, requires a diverse curriculum. These students want credit for experiential learning. And, especially true for mobile service persons, they need maximum transfer of credit with minimum residency requirements.

Some steps have been taken toward fulfilling these needs. The needed financial support is partially coming from the government in the form of the 75 per cent tuition assistance. Also, effective July 1, 1985, is the new G. I. Bill which allows service persons to contribute money to a fund with two-for-one matching funds from the government for a certain period of enlistment. The Army also offers special bonuses for a certain length of enlistment (Army 5).

Other forms of support needed include counseling by a full-time coordinator- advisor and preparatory and developmental courses, and these are available at Vincennes University Fort Benjamin Harrison Extension Center. As to access, the on-base school is much more convenient and the scheduling is fitted to off-duty hours--lunch hour, evening and Saturday courses. The eight-week courses instead of the usual sixteen-week courses are useful to the transient service members.

The diverse population requires a diverse curriculum, which Vincennes Extension can provide since the parent campus offers around a hundred associate degree programs. Presently, the Extension offers ten programs, including 144 courses, leading to associate degrees. They are general studies, accounting, behavioral sciences, business administration, business management, computer programming, journalism, law enforcement, legal assistant, and liberal arts.

Another need of service members is credit for experiential learning. One method of awarding credit for this learning is through the American Council on Education (ACE) evaluation of 5000 formal military courses for recommendation of credit, published in its Guide which colleges and universities may consult. Henry Spille cited a 1978 survey among SOC college members whose 164 respondents' replies disclosed that in the previous year, 300,000 credits had been awarded in those colleges from the ACE Guide (16). Further, testing through the College-Level Examination Program (CLEP) or the military test program, DANTES, provides another way to gain credit for experiential learning. The third method of assessing prior learning is the portfolio process, wherein the student writes a portfolio detailing his learning with documentation to validate it. The portfolio is assessed by college professors who award appropriate credit for the learning demonstrated in the portfolio.

To minimize problems in transfer of credit and residency requirements, a worldwide educational network called the Servicemembers Opportunity College or SOC was developed by organizations of higher education institutions, the United States Armed Services and the Department of Defense. It includes an associate degree section called SOCAD. In SOC are 434 colleges and universities which agree to minimize transfer of credit problems and avoid duplication of coursework, minimize residency requirements, award credit for specialized military training and experience,where applicable to degree program, and award credit for experiential learning (Miller 44). Vincennes has five curricula approved by SOCAD.

Should higher education be so concerned about educating the military? In a time of declining enrollment is a body of 800,000 students, as mentioned by Harbart and Moehler, worth considering (16)? If higher education does not provide for these students, what are the alternatives? Hollander points out that military bases are served by a relatively few colleges and universities. He feels that most colleges and universities have been indifferent to the educational needs of the military. He adds, frustrated officials of the Department of Defense and the education leaders of the individual armed forces are facing pressure to establish degree-granting institutions at all levels to provide adequate resources. One example of such an institution, already established, is the Community College of the Air Force (CCAF) (18). Established in 1972 and headquartered at Randolph Air Force Base, this degree-granting two-year college produces transcripts for over 1,700,000 individuals including Army, Navy and civilian graduates of Air Force schools affiliated with CCAF (Cox 26). These students are taking Air Force training courses, which are each assigned college credit, upon completion, and automatically recorded on the computer so these transcripts are available at their local bases. Currently 49 percent of the graduates' credit (the general education segment) comes from civilian sources, and the other 51 from military sources. In early 1985 CCAF had graduated almost 34,000 students with 64 hours of credit, with 215,000 students pursuing a CCAF degree (Cox 27). Higher education might take note of this possibly precedent-setting institution.

While the military is aware of the dangers of building and managing a higher education system--such as the acceptability of the degrees of military colleges and the importance of independent intellectual and political thought in higher education institutions--they still want solutions to their problems in providing education to their people (Hollander 18).

The problems include the indifference displayed by many colleges and universities, as mentioned earlier, which leads to the education office's selection of schools with little experience to run programs. This leads to many difficulties: an institution's sponsoring programs off-campus with no counterpart on campus, different standards of quality (labeling off-campus credits unacceptable on campus), offering off-campus programs with little or no oversight by on-campus faculty, and satellite operations far removed from the parent campus, even out-of-state or region (Hollander 18). Hollander continues:

> The need is for expanded participation by colleges and universities in serving the military student's needs, more coherent policies for recognition of college work completed, a better system for monitoring quality and a stronger commitment from states to plan to meet higher education needs of all of the country's residents, including persons on active duty (19).

A Task Force on State, Institutional and Federal Responsibilities in Providing Postsecondary Education Opportunity to Service Personnel,which was established by the Education Commission of the States, recommended the following:

> A strong state leadership role in planning and coordinating educational opportunities for military personnel.
>
> An increased national commitment through an advisory committee to the Department of Defense, with the committee charged with reviewing the military-civilian working relationship in postsecondary education on a continuing basis.
>
> Establishment of mechanisms for local cooperation among military bases and local communities. . . .
>
> A joint effort by the states and the national advisory committee to construct a reliable data base on projected enrollments and costs to support policy and program formulation (Hollander 19).

Vincennes has provided a successful extension center for thirteen years. A compendium of advice from various officials involved with the center includes the following points: having a well defined mission--serving the individual student; being able to serve a diverse population; having a willingness to work with the military officials, listening to the Education Officer's requirements; being flexible in providing programs and scheduling but rigid on quality control; and having a diverse curriculum. There are difficulties in running a extension center for the military but meeting the challenge of providing necessary education for motivated students is well worth the effort.

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EXPERIENTIAL LEARNING ASSESSMENT (ELA) FOR MILITARY STUDENTS: WHAT YOU CAN DO TO EXPAND YOUR ROLE

Rufus E. Rose, Jr.

Invitation

Does your institution assess prior experiential learning (portfolio method) or accept experiential credit in transfer? We invite you to contact the education services officer (ESO) or Navy Campus education specialist of any military base and describe your ELA program. There are opportunities for adding an ELA seminar to the schedule of courses offered on many bases. This has come about because of a successful pilot study on military students in ELA programs, leading to publication of the DANTES *Experiential Learning Assessment Handbook* (1985). Programs that are sponsored by the Defense Activity for Non-Traditional Education Support (DANTES) now assist servicemembers with all of the nationally recognized kinds of non-traditional learning.

Extrainstitutional learning

In the current academic model, most institutions offer various means for students to validate prior learning before or while continuing through classroom instruction toward baccalaureate degrees.

About 300,000 servicemembers each year engage in traditional classroom instruction that is available on-base and on-campus. Additionally, non-traditional education opportunities exist in the Services' voluntary education programs. These opportunities consist of both independent study (correspondence courses) and several types of extrainstitutional learning.

The American Council on Education (ACE) recognizes three types of extrainstitutional learning: military or civilian training for which credit is recommended by ACE, learning which is demonstrated in national credit-by-examination programs, and experiential learning which is identified in individualized assessment procedures (Miller & Boswell, 1979).

The United States Armed Forces Institute (USAFI), and now DANTES, have had arrangements for many years whereby recognition for the first two types of extrainstitutional learning, namely the *ACE Guide* series and credit-by-examination, have been available to servicemembers.

In 1980-81, the Military Services asked DANTES to investigate the feasibility of assessing the third type of extrainstitutional learning

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--prior experiential learning--in the military setting. DANTES conducted the study in cooperation with the Council for the Advancement of Experiential Learning (CAEL).

The practice of assessment

There is a philosophical basis to the assertion that extrainstitutional learning may be worthy of college credit. "The educational rationale is that credit should be granted for knowledge learned, regardless of source or method" (Trivett, 1975, p. 1). Trivett applies this notion to all three broad types of extrainstitutional learning.

Individualized assessment is the fastest growing source of credit for prior learning, increasing from 12% of such credits awarded in 1974 to 31% in 1982. During that period, credits from ACE recommendations and national examinations remained level and credit from local examinations decreased significantly (American College Testing Program, 1982, pp. 10-11).

The national professional organization which is the proponent of ELA is CAEL. CAEL is the national association of colleges, universities, and consortia that subscribe to certain principles of good practice in assessing prior learning. CAEL conducts extensive research, coordination, and training on ELA and conducts many professional development activities, including an annual National Assembly, a series of books on the subject, and a monthly newsletter. CAEL's central staff and Regional Staff members have been most cooperative and active in education for adult learners, including those in the Armed Forces.

Several academic checks and balances work to protect the integrity of prior learning assessment. The regional accrediting associations have Standards regarding policies, procedures, documentation, and evaluation of experiential learning. CAEL offers extensive training for evaluators. Institutions generally limit credit award to those disciplines that are taught on campus, and have a ceiling on total experiential credits. An operational test is whether the student who is awarded experiential credit at, say, the introductory level can pass the follow-on intermediate level resident course in the same subject.

The military ELA pilot study

DANTES conducted a pilot study in 1980-81 to determine the effectiveness of assessment of prior experiential learning for military students. Three CAEL-member institutions participated in the study, using Army, Navy, Air Force, and Marine Corps students. The average successful completer earned 19 semester-hours credit for learning that was documented in his portfolio. Most completers continued in coursework as degree candidates at the participating institution. ELA proved to be time-saving, cost-effective, and educationally valuable for military students (DANTES, 1981).

Time effectiveness. The DANTES ELA pilot study showed that the military student may obtain as much as 22 semester-hours of college credit (19 from the portfolio and 3 for the seminar) in one term using the credit-by-portfolio method, depending upon the amount of prior learning and the type of assessing institution. This is the equivalent of seven conventional resident courses, which may take four terms of study by a part-time student. During the experiential term, furthermore, additional non-traditional credit and any other prior college transfer credit may be transcribed at the host institution. Thus, the credit-by-portfolio student is motivated to continue in resident coursework and degree candidacy. The credit-by-portfolio process is therefore efficient for the typical upwardly-mobile career servicemember.

Cost effectiveness. Most institutions charge about two-thirds less for portfolio credits than for resident credits, according to a sample of assessing institutions that serve military bases. Many other institutions do not charge by the credit, but assess a one-time portfolio assessment fee of about $100.

Educational effectiveness. Participating institutions found the ELA process to be one of real university-level learning in itself, for military participants. The rigor of the portfolio development seminar was described as greater than that in a customary undergraduate class. Seminar leaders found the quality of the military participants' portfolios in the DANTES ELA pilot study to be very high. In another sense of educational effectiveness, the ELA method often reaches and serves servicemembers who are not otherwise engaged in the education programs that are sponsored by the Military Services.

Servicemembers as college students

Servicemembers, like other working adults, acquire college-equivalent prior learning through work experience, training, travel, collateral military duties, reading, private study, volunteer work, or activity in community organizations.

The DANTES ELA pilot study showed that certain personnel are most likely to submit acceptable portfolios and receive college credit for experiential learning.

Military personnel who successfully completed the ELA seminars and submitted portfolios in the ELA pilot had the following characteristics: (a) were in grade E-5 through warrant officer, (b) were advised as to the procedures and academic rigor of the experiential learning assessment process, (c) were scheduled to remain at the same duty station in a normal work shift for the duration of the seminar, (d) had experience beyond that which is automatically creditable from the ACE Guide or CCAF, (e) had earned some recent prior college credit preferably involving English composition, (f) were sufficiently motivated and self-disciplined for independent study, (g) were not otherwise engaged in voluntary education courses or programs, (h) participated in a fall term, and (i) understood that considerable conceptualizing, generalizing, and writing would be involved. Also, research on the program shows that it is unlikely that anyone under 25 will have any kind of experiential learning at the college level.

These characteristics should not discourage other prospective students from attending an orientation on ELA. If an ELA seminar on a military base has space available for non-military enrollees, we invite all prospective students. For example, experienced volunteer workers in the family services programs of military installations have been found to have interest in and potential for experiential learning credit.

Implementing ELA for servicemembers

Successful findings in the pilot study and favorable recommendations from the Military Services led to Department of Defense approval in 1983 of formal introduction of experiential learning assessment into the Services' voluntary education programs. Based on the Services' recommendations, the Directorate of Education in the Office of the Secretary of Defense (OSD) asked DANTES to prepare an ELA handbook, to aid education services officers (ESOs) and Navy Campus education specialists in working with colleges and universities to implement ELA on military installations.

The handbook tells ESOs how to select participating institutions and students, and describes funding arrangements. Also, it lists prospective assessing institutions, by state and by base. Suggestions for assuring quality and preventing duplication of credit appear in the handbook.

An institution that offers an ELA seminar on-base would probably do so one term a year in addition to other scheduled courses. The institution would enter into a no-cost Memorandum of Understanding with the base, detailing what each of the parties would do. Essentially, the institution would offer counseling, instruction, and evaluation, and the base would provide logistic support such as classrooms, publicity, parking, and utilities.

It is important that institutions that assess the experiential learning of servicemembers first recognize all ACE Guide and credit-by-examination credit sources before starting military students in the portfolio-writing process.

There are several kinds of extrainstitutional learning that may be assessed for equivalent college credit. The extrainstitutional learning may have been obtained in military training courses, military occupations (MOSs, rates, ratings, and LDO/warrant officer specialties), OJT, and other forms of college-level experiential learning. It is also very important, therefore, that education services officers, counselors, and assessing institution officials assure that credit is not awarded more than once for the same body of learning.

Funding

There are two basic costs involved in payment for credits earned through ELA by members of the Armed Services. The costs are (1) tuition for the ELA seminar and (2) assessment fees. Payment for these costs is explained in the following two paragraphs.

(1) The Services may authorize payment under Tuition Assistance or Veterans Administration procedures, where allowed in current regulations, for an ELA portfolio development seminar course, provided that the seminar is a regular numbered course such as "UCSP-101, Experiential Seminar, 3 credits."

(2) The Service ESOs should counsel prospective students in advance that students will have to pay portfolio assessment fees and charges per credit beyond the regular seminar fee (above). (OSD policy does not now allow Tuition Assistance for other than direct expenses of instruction.)

This is consistent with CAEL guidance on the cost of assessment that "remuneration to assessors of prior learning should not be based on the number of credit hours awarded (and that) assessment of prior learning should not be a means of buying credits" (Willingham, 1977, pp. 46-47).

The future

With publication of the DANTES *Experiential Learning Assessment Handbook* in 1985, the Military Services have launched the adoption of ELA and extension of this process to as many bases as find it complementary to their array of education programs.

DANTES will continue monitoring developments in ELA, with an eye to including independent study courses in portfolio development, and graduate level experiential assessment, in future editions of the *Handbook*.

Conclusion

We invite institutions to work with ESOs at military installations directly, or through CAEL Regional Staff members or the author, in a cooperative effort to introduce this form of learning assessment to servicemembers.

Please write to DANTES if you would like a copy of the *Handbook*.

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NON-TRADITIONAL EDUCATION: A MISNOMER

Carole Ganim

Obviously I have a horatory intention in presenting this paper. As a faculty member at a "non-traditional" institution of higher education, but one whose previous academic history has been within the most proper of circumstances, I find myself defensive when former colleagues and/or others assume that the kind of education my institution delivers is superficial, inadequate and, worst of all, non-academic. This paper, however, is not an apologia for the Union for Experimenting Colleges and Universities, nor is it an explanation of our philosophy and process; rather it is a look at some of our antecedents; it is an argument that the most formative and integral theories of education are the foundation of what some today call "non-traditional education" and that, indeed, non-traditional education is entirely traditional.

Non-traditional, experiential, or experimental education has evolved directly from the center of western philosophical thought. The names we associate most customarily with philosophy and, in particular, with educational philosophy, Plato, Aristotle, Aquinas, Rousseau, Pestalozzi, Newman, Dewey, Piaget, and others, have presented educational models and theories which include the basic assumptions upon which contemporary non-traditional education is based. Some of these assumptions and the ones I will develop here are: 1) knowledge proceeds logically from the concrete to the abstract; 2) education is the integration of experience and theory; 3) the learner is a self-initiated, motivated adult whose prior experiential learning is essential to the educational process; 4) education is not only a perparation for life, but also a part of all developmental stages; and 5) the mentor/pupil or tutorial style is the most effective and influential pedadogical method.

The method of presentation will be chronological, discussing the pertinent aspects of each person's educational philosophy as they relate to my premises. Obviously this survey is selective, not inclusive, but it does intend to focus on specific strands in the history of educational thought. It would take another paper to show how these ideas are implemented in contemporary institutions, but that they are is implied in the development of this argument. I prefer in this discussion to assume that this is occurring and to show the history and credibility of these contemporary practices.

Western educational theory starts with Plato and with his teacher Socrates. Their teacher/pupil relationship itself was the prime exempli-

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fication of their theories. For Socrates to be able to develop and use the dialectic method and for Plato to be able to construct his dialogues according to this method, there had to be a basis in a scholarly association. The one-on-one relationship between Plato and Socrates exemplified the Greek notion that education was occasioned by the relationship between a teacher and a pupil (Beck 197). Furthermore, the Socratic method stressed the process of investigation rather than the accumulation of knowledge. Socrates was interested in fostering in his students a critical awareness and an ability to probe ideas (Beck 195). The personal relationship between teacher and student was essential to these goals. Contemporary practice in non-traditional institutions is modeled on the mentor/pupil relationship. One might claim that this is the distinguishing characteristic of such institutions.

When Plato developed his own educational theory in The Republic, he did so because he had to construct an ideal state in order to determine the nature of justice (Rusk 14). In conceptualizing the ideal state, he had to determine how the citizens of the state would be educated. In his state only those of the guardian class, those who were to be the military leaders and the rulers of the state, would be educated. They were to receive a true education for the benefit of the state because "...true education, whatever that may be, will have the greatest tendency to civilize and humanize them in their relations to one another, and to those who are under their protection" (411).

Their training began in early childhood with music and gymnastics, but continued long afterward. A young man (and woman, for although Plato did not allow women to be rulers, he did advise that they receive the same education as men so that they might be good wives and companions) would continue his math training from ages 20-30, then engage in dialectic from 30-35 (578-583). This view of education as a process continuing into adulthood is important in adult-centered schools of today. Non-traditional higher education today is so-called for a number of arbitrary reasons, one being the assumption that college students are all 18-22 years old. The fact is that as far back as Plato education was considered to be a lifelong process.

What Plato did and what some universities today do is to acknowledge the lifelong learning that accrues to a person who is constantly integrating theory with practice, either utilizing and strengthening both at the same time or concentrating on one at a certain period or in a certain situation. Plato made the philosopher king the epitome of the ruler who is both learned and practical. For after his young man finished the study of dialectic at age 35, he spent 15 years serving the state in military or other offices. At the age of 50, he was ready to assume the duties of the philosopher, to "...raise the eye of the soul to the universal light which lightens all things, and behold the absolute good..." (583). He was a whole person, educated and practical as well. Plato placed unqualified emphasis on the necessity of this union: "Until philosophers are kings, or the kings and princes of this world have the spirit and power of philosophy, and political greatness and wisdom meet in one...then only will this our State have a possibility of life and behold the light of day" (492).

Aristotle was a pupil of Plato's, praised him, followed him, but also developed independently. As Plato with Socrates, so Aristotle with Plato -

he began in an intensely formative mentor/student relationship and went on to found his own school, The Lyceum, as Plato founded The Academy. Aristotle's contribution to the kind of educational practice we stress today in adult-centered learning is directly related to Plato's integration of theory and practice in the philosopher king. The bases for the differences between Plato's and Aristotle's theories of knowledge are not important here; what is important, as Adler explains, is that Aristotle teaches that "...ideas are based on the information that our senses receive from the outside world..." (123). These ideas are formed only after the sensory faculty apprehends the form of the sense experience, and the intellect apprehends the matter because it has memorial or imaginative experience with it (Veatch 84). Aristotle, then, sees a necessary relationship between the concrete and the abstract, and formulates a theory of knowledge which begins with material or sense experience. This explanation of the apprehension of knowledge provides the rationale for today's acknowledgement and acceptance of experience as a necessary part of learning.

Like his predecessors, Augustine emphasized the teacher/student relationship and participated in both roles. Jean Guitton comments that Augustine was like Plato and that Christ was his Socrates (76). Augustine was a teacher of rhetoric, but left formal teaching at his conversion because he saw himself as a pagan "venditor verborum," a seller of words (45). He continued always to teach, however. In De Magistro he explains that the teacher is the facilitator of learning, the one who explains through words, but whose explanation must be heard and evaluated by the pupils' interior truth (Christ). "Thus they learn, and when the interior truth makes known to them that true things have been said, they applaud..." (55). He thus places the burden on the learner, who has the power and inner resources to learn independently. Augustine was precise in On Music in saying that education is developmental, that it must advance by an orderly progression from one step to the next (Howie 136-137), that teachers must teach through example and personal relationships (Howie 139), and that effective teaching includes mutual stimulation and informal communication (Howie 157). He said that learning was motivated only by love of the thing to be learned (Howie 180). With his emphasis on the internal motivation of the student and close interpersonal relationships between teachers and students, Augustine would be at home in the "non-traditional" university of today where the learner is the initiator of the process and the formulator of his/her educational plan.

Medieval rhetoric after Augustine became immensely complex and prescriptive. Aquinas provided some of its theoretical framework with his Aristotelian theory of knowledge. Copleston explains: "For Aquinas the mind... cannot come to know anything except through or in dependence on experience, the primary form of experience being sense-experience or sense-perception" (184). One development of this basic premise can be seen in the rhetoricians' method for the interpretation of scripture and, by extension, of all literature. Hugh of St. Victor's Didascalion, c. 1120, discusses the three levels of exposition: the letter, the sense, and the sentence or deeper meaning: "The letter is found in every discourse, for the very sounds are letters; but sense and a deeper meaning are not found together in every discourse" (147). He proceeded philosophically and educationally from the concrete to the abstract starting with sense experience and formulating concepts later, working toward the union of the two, although he would expect the material to be subsumed by the spiritual. Parenthetically I might add that one of the most rewarding experiences in teaching adults is that of leading the learner toward abstracting theory from experience, or moving from sense to sentence, and watching as he/she begins to develop a critical, discriminatory awareness.

Incidentally, the history of the rise of the university in the middle ages provides substantial documentation of the thesis of this paper. It is impossible to discuss here, but interesting to note that in many cases the universities, as in Bologna, were student directed, that a university was often called a studium, an association of masters and scholars, and that the students were often middle-aged people who wanted the most for their money and demanded it.

The growing influence of the concept of the individual, with its ripple effects of capitalism, psychology, the Protestant Reformation, romanticism, etc. had repercussions in education as well. Rousseau and Pestalozzi, early leaders in modern education, both taught the necessity of both practical experience and theoretical knowledge, and both saw education as a developmental process in which the individual student was of primary importance. In Emile, Rousseau claims that "...true education consists less in precept than in practice. We begin to learn when we begin to live, our education begins with ourselves..." (9). From this, it follows that education must proceed along with the stages of life. Rousseau says that the teacher is not the arbiter of the process: "My method does not depend on my example; it depends on the amount of a man's powers at different ages and the choice of occupations adapted to these powers" (5). Dewey was to echo this idea later.

Pestalozzi's ideas were essentially the same as Rousseau's. In How Gertrude Teaches Her Children, he says: "To have knowledge without practical power, to have insight, and yet to be incapable of applying it in everyday life, what more dreadful fate could an unfriendly spirit devise for us" (Rusk 149). One of his most well-known ideas was that of the Anschauung, the awareness of objects or situations, as the base of all knowledge and experience (142). Pestalozzi, then, teaches the value of education starting with Anschauung, the method of learning based on psychological principles, and the integration of practice and theory (153).

Rousseau and Pestalozzi spoke out of the emerging romantic tradition in the late eighteenth and early nineteenth centuries. John Henry Newman's The Idea of a University, published in 1859, came out of a more scholastic, philosophical tradition, but concurred in its emphasis on the development of the person. Out of his studies of the early Fathers of the Church and the history of liberal education and the university, Newman taught that all knowledge is a whole, that the object of education is truth, that theology teaches the highest truth, the knowledge of God, and that, therefore, all knowledge is centered around theology: "I have said that all branches of knowledge are connected together, because the subject matter of knowledge is intimately united in itself, as being the acts and the work of the Creator" (75).

For Newman, knowledge is its own end but can also go beyond itself: "I know well it may resolve itself into an art, and terminate in a mechanical process, and intangible fruit; but it also may fall back upon that Reason which informs it, and resolve itself into Philosophy. In one case it is called useful knowledge, in the other Liberal" (84). To Newman, useful knowledge may be necessary and even important, but his concern is with the acquisition of Truth, which must be gained for its own sake. Nevertheless, he still sees a practical benefit accruing, for through education, the student acquires the philosophical habit of mind which serves him beneficially throughout life. "A habit of mind is formed which lasts through life, of which the attributes are, freedom, equitableness, calmness, motivation, and wisdom..." (76). The training of the intellect, Newman says, has a definite utilitarian purpose: "the training of good members of society" (134). What follows here at the end of Discourse VII of *The Idea* is Newman's famous description of the gentleman, the one who, because of his education, can function most effectively in society on every level. Newman concludes: "The art which tends to make a man all this, is in the object which it pursues as useful as the art of wealth or the art of health, though it is less susceptible of method, and less tangible, less certain, less complete in its result" (135).

Newman said that growth is the only evidence of life and to grow is to change often. John Dewey similarly espoused growth and change, although his philosophical basis for such a statement was entirely different from Newman's. Still, both men were influenced by Darwinesque theory and Dewey became the twentieth century spokesman for growth and change in education. Rusk claims that Dewey's description of education as "growth leading to further growth" was "a concept which was to have liberating effects for millions of children in restrictive classrooms" (218). One might add, for adults as well. Dewey himself, in *Democracy and Education*, maintained that education is development and that "normal child and normal adult alike...are engaged in growing" (59). He said that "...education means the enterprise of supplying the conditions which insure growth, or adequacy of life, irrespective of age" (61). For Dewey, as Rusk points out, as for contemporary practitioners of adult education, education is a participation in, rather than a preparation for life (221).

Furthermore, Dewey's experiential continuum, the theory that every experience in one's life contains some kind of growth or continuity, is part of the philosophical support for the contemporary practice of evaluating and crediting experiential learning. Dewey says that this principle should be involved in every attempt to discriminate between experiences that are worthwhile educationally and those that are not (*Experience and Education*, 24). Furthermore, every experience has the potential for growth or continuity and the determining factor is that experience's quality (3). "In a certain sense every experience should do something to prepare a person for later experiences of a deeper and more expansive quality. That is the very meaning of growth, continuity, reconstruction of experience" (47).

Other twentieth-century developmentalists, Piaget, Erikson, Kohlberg, and Gilligan, for example, have worked on cognitive, psychological, and moral development, all postulating that there are successive levels of growth from childhood to adulthood. The principle is that growth and change never stop, but that the stages of development succeed one another. Adults are no less likely candidates than children for learning and growing. Paulo Freire in *Pedogogy of the Oppressed* takes the developmental theories to their most contemporary extreme by viewing education as a liberating process enabling individuals to name the world. "To exist, humanly, is to *name* the world, to change it" (76).

I have intended to demonstrate in this paper that to call non-traditional education "non-traditional" is erroneous. The case I am making is that the philosophical underpinnings of such institutions are stable and firm and that the most traditional and authoritative voices in western philosophical and educational thought have provided them. I am not claiming, however, that the "traditional" university does not also espouse and practice these theories, but that the "non-traditional" school builds its whole system on them. It has institutionalized them, so that the mentor/learner relationship is the primary one, the degree is a combination of experiential and sponsored learning, the learner is an adult, self-directed and motivated. I want to change the epithet "non-traditional" as it is used to characterize us today, but the only substitute I can offer is "more traditional." Perhaps this is an acceptable description.

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SOME THOUGHTS ABOUT INNOVATING IN AN INNOVATIVE COLLEGE

Sandra Kanter

> Advice to people who want a dependable car: give people who buy new cars a few years to complain to the company about the features that do not work. Buy the car after all the kinks have been worked out of the system.

If you have ever followed this advice then you assumed, as I did, that innovation is a process followed by every company that put out a product. Imagine, then, our surprise when we learn from books like In Search of Excellence by Thomas Peters and Robert Waterman that innovation is not a routine part of doing business.[1] Quite the contrary: there are major organizational obstacles that usually stand in the way of making products better. The bigger the company, the less likely its rate of innovation.

A business product is the result of the combined efforts of people and machines. Although technology specialists may disagree, people are the heart and soul of an educational institution. To innovate in a business means to change the quality or quantity of one or both inputs into the production process. To innovate in a school system means to find ways in which faculty can do a better job of evaluating and educating the student population.

In both situations, the most radical kind of innovation takes place early, in the first years of the business's or college's existence, before employees or faculty become used to their set of responsibilities. For example, at the College of Public and Community Service (CPCS), which is a part of the University of Massachusetts at Boston, the initial steps toward developing a unique school came twelve years ago, when the Trustees of the University of Massachusetts mandated that the Boston campus establish a third college to enroll an urban and older population traditionally denied access to education. After one year of planning and hiring new faculty, the College opened its doors. We were not quite ready. Although the planners made a critical decision during the planning year to have a competency based system at the college, no competencies were in place when the three hundred new students walked through that door. The dropout rate approached sixty percent that first year.

Faculty and administrators worked feverishly for the next few years putting a competency based system in place. While doing so, they designed an unusual entry level course, called Assessment, which helped students identify prior experiential learning, plan new learn-

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ing, and examine educational and career goals. They took the process of learning to the workplace by establishing college/agency agreements which typically provided the opportunity for qualified agency staff to evaluate competence and granted tuition waivers for employees who needed an education. They designed an interdisciplinary curriculum which valued a person's life experiences and located the curriculum in small learning centers to which faculty could be assigned. And they established a strong governance system.

The College of Public and Community Service is twelve years old. With a current enrollment of over 1100 students, both graduates and undergraduates, the College still actively recruits students who have been denied access to traditional education. Over 60 percent of all CPCS students are over the age of thirty and female, one-third are minority and almost all are working full-time. One-third of our graduates go on for advanced degrees and there is a large waiting list of applicants wishing to enroll in the college. We are one of the most successful experiments in the Massachusetts higher education system.

Recently, a consultant wrote about the college that the "...halo is beginning to tarnish from life in an environment where the non-traditional in higher education is hard to maintain for more than a decade."[2] A professional member of the college staff calls the happenings of the last few years the "negative rate of innovation" phenomena.

What is happening in the college is probably not so different from what is happening at other institutions: we are having a difficult time making critical adjustments in the innovative product we created a decade ago. What are some of the problems my college needs to address? First and foremost, our ability to evaluate experiential learning lags far behind our ability to teach competencies in a traditional classroom setting. Too much of our instructional program is course-based for a college that specializes in public and community service. While we are constantly tinkering with the competency statements, we have not resolved a difference of opinion about whether competencies should be only skills or a combination of skills and content area. We are bursting at the seams with new ideas for programs and have some less than successful career concentrations but have not yet found a way to move from the old to the new.

I often wonder if innovation would be easier to implement if CPCS were not located within the confines of a traditional university setting. One of the most damaging events that has ever happened to the college occurred several years ago when a faculty member of the college was turned down for tenure by the University administration after getting the support of her faculty personnel committee and Dean. Never mind that she was only one of two tenure cases lost by the college -- a good record by any standard. Soon after a very interesting thing happened.

Wary of traditional department siege mentality, the original planners of my college purposely designed small interdisciplinary

Centers so that faculty at the college would not subsume college interests to department domain. But after the overturned tenure case, I could see faculty withdrawing into their Centers. If administrators could not be trusted with tenure cases, then they would define the Centers as a space in which they could be protected from the whims of the administration. The Centers became the place in which faculty could balance the demands of the college with their obvious interest in getting tenure. The University Provost preferred research to service to the college, so the workload decisions made in the Centers gave faculty more time to pursue professional and scholarly research. College issues began to take a back seat to job preservation.

In retrospect, I think that pulling back had a positive effect. First, we were beginning to tinker too much with the system. To me, tinkering is the equivalent of the trickle down theory of economics -- its small benefits fall on the "rich" (the faculty or administration) rather than the so-called "poor" (the students). In other words, by tinkering with the system (e.g. rewriting discrete parts of the curriculum, developing new majors), faculty may feel they are accomplishing something but it is at a cost to the educational process. Students at colleges like mine make great sacrifices when they decide to attend school. For most, it is a time of great challenge and accomplishment as well as a time of equally great stress at home and in their careers. Almost universally, I find that such students are upset by change. While they have their problems with aspects of the college program, they want the program they chose when they entered the college to be the same program they end up with. They do not want faculty members inaccessible to them because they are tied up in more committee meetings.

Yet, problems do not go away and eventually we need to make selected changes. How do we ensure the correct result?

Unlike traditional schools of higher education, faculty at colleges like mine are aware of the need for change; they listen to student complaints. But even if faculty are sympathetic to student concerns, as my faculty are, they need some organizational scheme that will allow them to transcend personal interests and focus on the needs of the larger institution. Thus, administrators must lead the charge for major reform even if they do not directly decide the form that the reform should take.

Successful education administrators listen to industrial organizational theorists who say that change can best take place if people are joined together in a temporary group which is outside the normal organizational framework. The group must be given a specific set of problems to address and a limited time to make recommendations. Data and research on the problems should be discouraged in favor of common sense and experience. Peters and Waterman call this process "chunking." It means "...breaking things up to facilitate organizational fluidity and to encourage action. The action-oriented bits and pieces come under many labels--champion teams, task forces, czars, project centers, skunkworks and quality circles--but they have one thing in common. They never show up on the formal organization chart."[3]

Recently, the Dean of CPCS issued a white paper detailing the problems of the college and making several recommendations for change. The thirteen faculty and staff members and one student who made up the task force reviewed the Dean's proposals. The group, which represented many different points of view and Centers in the college, agreed that significant change was needed at the college. But they issued a challenging counterproposal: in addition to agreeing with the Dean's proposal to reallocate faculty workload away from course based teaching to more field based learning, the Task Force proposed that Centers, which were faculty "safe houses," be reorganized to "allow (the) important first steps towards the realization of a structure and organization of the college which will retain flexibility and allow the college to move effectively in the directions for which it was originally intended and which we all still believe--serving both students and the wider community in the training of effective leadership in public and community service."[4]

Imagine a faculty at a traditional college issuing a recommendation that the college be reorganized so that departments no longer existed and faculty had less ability to resist change. Should it be done? The only examples of such drastic reorganization that I can come up with were the results of mergers between schools, or economic problems. Further, this is not the first time that such a report has been issued by the faculty of my college. Although some were equally significant in scope, none have ever been implemented.

The problem lies not with the faculty, but with the administration. Unlike faculty at traditional schools, the CPCS faculty want change. By themselves, and without outside pressure, they will constantly tinker with the college's policies and curriculum. With administrative leadership and encouragement, they will recommend major innovation.

Administrators at colleges like mine are often too busy getting their colleges off the ground to understand the symbolic importance of change. Twelve years ago, UMass planners decided to introduce a radically different educational institution. Like all new products, it has its problems. However, once we decided to make a better product, no one--not faculty, student, or administrator--should be satisfied until all the kinks have been worked out of the system. It does not matter if we change slowly or with great speed, all at once, or in parts. It should not matter that other schools are reluctant to consider innovation. The important thing is to continue to demand improvement--to be committed to innovation. That is what makes excellence in education.

FOOTNOTES

1. Waterman, Robert and Peters, Thomas, In Search Of Excellence: Lessons From America's Best Run Businesses (New York, Warner Brothers, 1982).

2. Little, Tom, "Report of Visit to CPCS", 1984. Unpublished report.

3. Waterman and Peters, 126.

4. The Task Force on College-wide Structural and Organizational Issues, "Working Draft of the Task Force's Recommendation", 1985. Unpublished report.

PHILOSOPHY FOR ALL SEASONS

Robert Marsh

Can adults aspire to academic achievement, which was once considered the realm of the young? Can one successfully learn as one ages? (Can old dogs learn new tricks?) Is fear of failure a justified response by adults seeking new careers or self-fulfillment? This paper provides some data which may help to shed some light on these questions.

Background

The middle adult years may be the greatest challenge to the educator because of the wealth of associated problems. First, there is a dearth of research with which to work. It seems that youth has been almost overstudied, to the detriment of the study of adults. Only relatively recently, did the pendulum begin to swing in the opposite direction, toward the more mature side of the life spectrum. Perhaps this is because of the increasing social dilemmas associated with an ever growing population of older citizens. There are, however, some practical reasons for the lack of a good data base in the area of adult education.

There is a lack of a readily available and captive audience in the middle years. These individuals are too involved with their problems, aspirations, and responsibilities in a phase of life where time is very valuable to them. There is the aspect of the difficulty involved in getting to a very dispersed clientele. On the contrary, schools, old age homes, nurseries, and other such groups provide ample opportunity for research. There are also a myriad of other problems which concern the difficulty of establishing valid criteria for comparison of individual intelligence, performances, values, etc. Of these, the most easily measured are the biological or physical changes associated with age.

The Physical Aspects

Physical or biological age refers to how long a person lives. Knowledge about aging, particularly in the middle years, is also sparse.

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There is mounting evidence that the effect of one's environment equals or surpasses in importance that which is inherited potential. We do know that life is getting longer. During the adult years, complex changes in endocrine functions, metabolism, and general bodily tonus will likely result in a certain sluggishness and further subordination of the biological drives. A body's decline in the efficiency of homeostatic mechanisms in later years will usually produce substantial changes in awareness of and ability to deal with external factors. Aging also causes a decline in energy and activity levels which probably results in less motivation to act. Many habits become so well inculcated that they become as important as human drives and as a corollary, age produces resistance to change. The following are some specific manifestations of aging:

a. Strength decreases with age. The peak years of this ability are between the 25th and 30th years (Lidy, 1963).

b. Speed and reaction time suffer losses as one ages. Kidd (1973) puts it succinctly when he simply says, "As people grow older, they slow down." This increasing physical ineffiency takes several forms. Slower bodily physical functioning causes a concomitantly slower response in the senses, since they are physical in origin. The most important result of this is that the rate of learning will slow down, but not the ability to learn. Consequently, any academic endeavor in which time is involved will usually result in a poorer performance by an older person in relation to a younger one. Also, an older person is motivated by more correctness and perception than by speed.

c. Visual acuity declines steadily from a peak in the late teens or early twenties (Lidy, 1963). The greatest amount of decline occurs between the ages of forty and fifty, when the presbyopic decline requires bifocals.

d. Changes in hearing are exceeded only by those of sight. Data shows decline in auditory efficiency from a peak of ten to fourteen years (Lorge, McClusky, Jensen, and Hallenback, 1963).

e. Health wanes as the years pass and can cause one realistic difficulties. Blood pressure surreptitiously rises and at least mild forms of diabetes appear after age forty. Attention to diet can usually allay serious problems. Arthritis can also cause discomfort and a heart attack is most likely to occur between age forty and fifty; a fact that probably preoccupies the minds of middle aged persons, particularly men (Lidy, 1963).

There are other physical manifestations of age that can cause distress to varying degrees. Still, a preponderance of our limited data shows that the older person can still learn.

Affective Considerations

Psychiatrist Theodore Lidy (1963) says that self-awareness increases throughout adulthood, especially in the later life. The self tends to become increasingly differentiated as one ages. There seems to be a firming of one's ways in overt behavior and social personality becomes more stabilized. There is a tendency towards greater adjustment. In the forties, there seems to begin a change from outer to inner concerns; a reexamination of inner drives and a questioning of achievement demands, those demands which seemed alright as young people. There is an increase in self-awareness and a preoccupation with one's emotions. A movement from a combative outer world to beginnings of adjustment, conforming, and inner-world orientation. There is increased introversion and preoccupation with thought rather than action. There is a trend to emphasize self-confidence, a sense of achievement and mastery, and an awareness of maturity.

Although this author did not find any experimental work on the subject, this paper would not be complete without mentioning the great anxiety of most adult students. Anyone who has worked with adult students would readily discern this phenomenon. It is particularly potent just prior to and just after reentry into academe. The low self-esteem and fear of failure syndromes must be dealt with carefully. The best medicine seems to be to provide ample support to instill confidence. Once this confidence is attained, the adult student generally does very well.

The Intelligence Question

There are several problems associated with determining what happens to intelligence as one ages. There are very few good longitudinal studies in which the same individual is tested at several stages of life. Most studies are cross-sectional and compare the scores of one group of a certain age with those of another group and age. There is the problem of not having a valid measuring instrument with which to test adults. Most IQ tests are based upon academically associated tasks and have several other characteristics which favor the young person, such as measuring performance in units of time. This is a great disadvantage to the older person because he/she has a slower response time.

In a series of experiments, Lorge, McClusky, Jensen, and Hallenback (1963) concluded that there is a declining in the rate at which a person can learn as he or she grows older. However, intellectual power or ability to learn does not change from ages twenty to sixty. Although older people tend to be slower, they concentrate more on accuracy. They also seem to have a better vocabulary than younger people, but do score lower in math and science. The latter situation is probably due to the lack of practice and experience with technical material. A mature person will usually actively learn in areas of his or her interest. Finally, and of key importance, judgment and reasoning abilities seem to increase with age. Deficits of the intellect in adults are usually due to disuse of the cognitive powers. Exercise of the intellect seems to retard its deterioration.

There has been much contradictory research concerning intelligence as a function of age. One way to account for this situation was established by Cattell and Horn (1978). They said that intelligence is constituted basically of two kinds of ability: Crystallized intelligence and fluid intelligence. The former is defined as the ability to combine judgment and experience in solving problems. It is strongly related to education and environment. On these tests, older adults seem to score slightly higher than do younger people. Fluid intelligence, although somewhat related to education and experience, is relatively independent of them. It is thought to be related to the central nervous system. It can be measured by tests of reasoning and could thus be considered to be innate. As adults age, they seem to perform more poorly on this type test.

The Horn and Cattell research depicted fluid intelligence as declining with age. However, this could have been generation related rather than age related. Schaie, Labouvie, and Buech (1973) did a generational study which seemed to indicate that fluid intelligence does not decline progressively in life. However, there is a significant decline in the post retirement years after age sixty.

But there are even explanations for the apparent decline in fluid intelligence after age sixty. For example, our society often encourages an older person to adopt the "sick role." The latter refers to the exemption of older persons from assuming full responsibilities and activities in life, and their acceptence of that role. Research has shown that, when motivated, older adults can improve their scores on intelligence tests. This would seem to reduce the problem of academic performance to a psychological one.

There are even more reasons for poor adult performance in intelligence tests. A lack of adequate measuring instruments for older persons could also explain the phenomenon, as could the fact that there actually seems to be a natural decline in intelligence approximately five years before death (Schaie, Labouvie, and Buech, 1973). But even a decline in intelligence does not mean that one cannot learn. One's motivation to achieve still appears to be a strong factor.

Current Evidence

In a recently published experiment (Marsh, 1984) ten college classes from five universities were tested for learning achievement. The student ages ranged from nineteen to sixty in a total sample of 258. The mean age was 30.98 years. The experiment measured learning achievement at the first three levels of Blooms Hierarchy of Cognitive Learning (Bloom, Engelhart, Furst, Hill, and Krathwohl, 1956) which are: knowledge, comprehension, and application. Later, this author used the same data from this experiment to see if there was a relationship between age and learning achievement on the tests. A regression analysis-of-variance yielded negative results. There was no relationship between age and learning achievement or performance on the tests.

Conclusions

The most important aspect of research is the establishment of a pattern. This is usually accomplished by the accumulation of data through the efforts of different people and by the replication of experiments. Clearly, this most recent study empircally supports the thesis which was concluded earlier by the Lorge Group and the Schaie Group, that there is no relationship between ability to learn and age. The research data for this conclusion had been accumulating for several years and has developed into a fairly consistant pattern.

Adult Educators must become aware of and remain constantly alert to the developmental process of the adult learner. Only by so doing, will facilitators be able to apply the appropriate techniques that will meet the needs of our aging population. For example, we should remember that as our students grow older, we will have to slow down the speed of our delivery systems.

Finally, it appears that the "use-it-or-lose-it" adult education philosophers are gaining ground. The empirical evidence shows that learning is a lifelong process. Adults at all ages can achieve and they should be encouraged to do so, for their own benefit and, eventually, for the benefit of us all. This is, then, a philosophy for all seasons!

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PHILOSOPHY OF ADULT EDUCATION

Barbara Rich

Adult education has developed as a discipline steeped in a tradition of paradoxes and prescriptives. It is a tradition grown out of myth and assumptions. From this tradition comes a language of knowledge that we pass on generation to generation, so that the words themselves take on a feeling of tradition: meeting the needs of the learner, flexible scheduling, self direction.

While the concepts expressed in these words may be exemplary and critical to adult learners, they do not stand as a philosophy of adult education.

These concepts do not address the fact that while we applaud the concept of universal lifelong learning, we continue to draw the majority of our learners from the middle class. They do not address the fact that while adult women continue to grow as the majority of our student body, we continue to draw upon cognitive and developmental research based upon male populations for making assumptions about adult learners.

Most critically, by accepting this language of knowledge as "veritas", we ignore that component of learning which is transformative in nature. It is that process in education which argues that through a synthesis of learning and reason, a person can determine those values by which she or he chooses to live individually or collectively. It is that process which brings about social change.

The focus of this presentation is to discuss the works of Eduard Lindeman, Myles Horton and Paolo Freire who have developed a theoretical foundation for their practice of adult education based on education for social change. By doing so, they provide us at least a starting point by which to examine some of the assumptions we have ritualized into traditions in adult education.

Lindeman

Eduard Lindeman was a prime mover in the progressive education movement for adult education in the United States. He was particularly concerned with those concepts within the progressive education movement which addressed the relationship between education and social change.

Lindeman argued in his seminal text, The Meaning of Adult Education (1926), that we have historically misunderstood the nature of liberty. Freedom has been seen as a negative concept - that is it occurs when obstacles and controlling influences are absent, but Lindeman (1961, p.44) states that:

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> "human beings can never be free from anything save in a most superficial sense; we cannot be part of a natural universe, a civilization and a society and at the same time also be separated from those wholes of which we are a part...The doctrine of freedom from is not merely static and negative; it is also irrational and harmful."

For Lindeman there are a series of steps which one takes to move toward freedom:

1. individuals must understand first what inhibits or subjugates them;
2. individuals must understand the limits and extent of their capabilities;
3. individuals only reach limits of freedom when they have exhausted all possibilities within their grasp;
4. many external/environmental factors inhibit an individual's freedom. (1961, p.48)

Lindeman speaks then to the emergence of a self knowledge. With that knowledge comes an ability to understand ourselves and our environment,and thus comes relative freedom. Adult education for Lindeman helps bring about this self knowledge. He states that adult education "begins where vocational education leaves off. Its purpose is to put meaning into life." (1961, p.5)

Lindeman argues that for adult education method is more critical than content, since adult education should be life or situational centered. Lindeman speaks of the adult coming to a learning environment with both a maturity and a history of his/her experiences. Adult education helps further explore the meaning of their experiences and leads to a new perspective of awareness about themselves and their environment. From this experiential base one can move through the steps noted earlier and come to that place where education links the individual and social action.

It is that awareness which brings the integration of individualism and social action. For Lindeman, social activity itself is a learning tool and a way of preserving the democratic ideal. For Lindeman, man grows into freedom, and freedom is a relative freedom of thought and action. Lindeman calls revolution the "last resort of a society which has lost faith in intelligence." (1961, p.49)

Freire

Paolo Freire was born in Recife, Brazil. His work, teaching illiterates to read in the north end of Brazil, an area of extreme poverty and underdevelopment, was terminated in the 1960's when he was exiled from his country. He has continued his work in adult education both in the U.S. and in other regions of Latin America.

Paolo Freire is regarded by many as one of the leading spokespersons for education for social action. His concept of learning is closely linked to his political philosophy and relies heavily on Marxist philosophy.

Conscientization, the key to Freire's concept of learning, arises at the highest level of consciousness when man is able (through action and reflection) to denounce the dehumanization of his life and rename and recreate a new world.

It is akin to Marx's theory of "denouncing the oppressive reality and the announcement of a liberating reality." (Elias, 1976, p.34)

In describing his levels of consciousness, which ultimately lead to conscientization, Freire speaks of the need to understand the Latin American and Third World reality which he terms the "culture of silence." (Freire, 1970, p.32) He sees this culture of silence as existing within a historical and cultural superstructure. The men who are part of this silent society have no voice, but are only listeners in the elite society which oppresses them. They have become dehumanized and only through praxis (reflection and action) can they wrest themselves from their oppressed condition and reach the highest level of consciousness and become liberated.

Man usually goes through three steps of consciousness before reaching the highest level or critical consciousness. He climbs from the lowest level (intransitive consciousness) where he is preoccupied with meeting his most elementary needs to a level of fatalistic belief. At this second level, he believes that forces beyond his control rule his life. When he emerges to the third level (naive), one first sees signs of the culture of silence being broken. Here, Freire believes, man begins questioning his life.

Finally when man reaches critical consciousness, he begins to transform his world, and thereby humanize it. Freire states, "to exist humanly is to name the world and change it." (Freire, 1970b, p.76)

Man has, at this time of ontological vocation, removed himself from his existing world, looked at it objectively and through praxis changed it. He has placed himself in a new historical reality. Man, alone, has the ability to do this.

For Freire, this political process emerges from an educational context. Education has, for Freire, only two choices. Either it continues to perpetuate what he terms the "banking method" of education --- the transmission of an "intact past which can be handed down to a new generation." (London, 1972, p.85), or it becomes a transformation process which would re-order the past.

Freire, of course, comes down on the side of transformation. He argues that there is no neutral education, and one must choose between transmission and indoctrination of existing values or transformation and the practices of freedom.

The banking method relies on the teacher-knower of all information - to pour his knowledge (values) into the student as if he were receptacle. "It allows the dominant elite to encourage passivity in the oppressed." (Freire, b. p.84) This is an anathema to Freire. He argues instead for a dialogue - a problem-solving relationship between men. "The teacher is no longer merely the one who teaches, but one who himself is taught." (Freire, 1970b., p.67)

Freire used his concepts of non-neutrality, of critical consciousness and renaming the world in developing his model for literacy. It is a model which turns to the learner's experience, to those generative words inexorably tied to the learner's condition to teach him to read. Through this man becomes aware that he can change his destiny. Freire clearly sees the emergence of literacy as a political process. He calls problem posing education "revolutionary futurity." (1979b., p.72) This education can only serve the oppressed and never the oppressor. This is the education of liberation.

This liberation will and must encourage dialogue between the people and the revolutionary ideas. But, there can never be dialogue between the former oppressors and the formerly oppressed. Freire believes that one must break the old forms of connections between the people and the rulers. He sees them only in a polarized situation: the colonized and the colonizer. The people must remove themselves from their dehumanizing past history.

Horton

Horton studied with Reinhold Niebuhr and Harry F. Ward at the Union Theological Seminary in New York. He later went to Denmark where he examined Danish Folk schools, the trade union movement and farm cooperatives.

Horton founded the Highlander Folk School in Tennessee in the early 1930's. The school has served as a resource for people involved in labor struggles and the Civil Rights movement, as well as those poor seeking to change their lives within their local communities.

Horton believes in action education and defines adult educators as people who:

> "build on the problematic experience of the people and their need to do something about it; the educator's task is to help focus that need, affirm the expertise of the people and facilitate their search for answers." (Kennedy, 1981, p.106)

The curricular content of Highlander courses is to "enliven, then enlighten." (Conti, 1977, p.30) The curriculum is derived from the particular needs of the group and grounded in Horton's philosophy that you must "learn from the people and start their education where they are." (Conti, p.39) Through this process people are encouraged toward self-education.

In his article about Highlander, Frank Adams (1972) talks about the struggle in the early years between a young idealistic middle class staff and the poor people who came as learners. It was a learning experience for both. According to Adams, the staff began to understand that they had to begin the teaching process with helping the students resolve their immediate problems. These problems had to be ones identified by the students and not projected by staff. Adams (1972, p.517) states:

> "only as they understood the people and their way of life could the staff find enough security within themselves to move away from traditional academic methods. Once they stopped teaching the way they'd been taught, mutual learning could begin."

Horton believes that one of the major obstacles to people's learning is their lack of confidence and respect in themselves. This sense of distrust in their ability grows out of the role society has imposed on them. Highlander's role is to help affirm the concept of self education and mutual learning. Learning for Horton grows out of an experiential base. Education is a process of reflection and action.

Horton sees both this concept and the focus of the school as being a process for stimulating democracy. He states:

> "Your philosophy comes out of how you deal with people. When you believe in people, you believe in a democratic world, you're trying to have economic democracy, real democracy takes place. You believe that so you practice it..." (Kennedy, 1981, p.110)

Education for Horton then is a process of action and reflection. Those who study at Highlander are being prepared to return home and share the "Highlander" process within their communities.

Conclusion

For Horton, Freire and Lindeman the understanding of the historical or social context in which people come to a situation by both the "learner" and "teacher" begins a process of education and change.

Adult educators are hopefully adult learners, too. We bring with us a set of experiences and assumptions that grow out of our own history. By exploring the work of Freire, Horton, Lindeman, etal, we can begin questioning our assumptions as educators and learners. We can begin to develop a set of assumptions from which new paradigms can emerge.

As Kuhn (1966, p.92) points out, this transformation is a difficult one:

> "The source of resistance is the assurance that the older paradigm will ultimately solve all its problems, that nature can be shoved into the box the paradigm provides."

But Lindeman would say "We progress not by giving attention to either an organism or environment, but to both in relation to each other." (1961, p.44)

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"DIPLOMA MILLS, EDUCATIONAL HACKS, AND OTHER CROOKS--RESPONSES OF THE NONTRADITIONAL ACADEMIC COMMUNITY"

Dr. Dan A. Davis

The nontraditional educational movement has built slowly and deliberately within the established higher education community. The conservative conventions and historic traditions of academia have tended to bring cautious progress to the development of innovative programs which seek to serve the access and content needs of nontraditional students, primarily adults.

Unfortunately, many unsuspecting, nontraditional learners have been wooed by ineffective, illegitimate, illegal, and questionable programs offered by individuals and institutions of uncertain character. Using buzz words, promises, misrepresentations, manipulations, and other devious means, these groups and individuals have attracted many unknowing adults to invest their time, energy, and money in so-called educational enterprises which do not meet the standards of the established educational community nor represent the results of an accepted academic experience.

The finger of responsibility cannot be pointed only to unscrupulous "education" programs. As guilty, are those "students" who try to circumvent the established educational offerings and seek an easy or expediant way to gain educational credentials. It is regrettable that societial conditions which put emphasis on credentialling rather than learning have contributed to this situation.

Many questions arise and continue to draw the attention of serious, professional educators involved in nontraditional programs and in all of higher education, as well. I would like to offer a number of solutions, but that goes beyond such a brief presentation. Rather, I would again raise some of the central questions and call upon you to apply your own experience and insight toward them. In line with the title of this paper, I've provided some questions, but the responses must be yours.

The provision of educational opportunity implies a service orientation, so that is a place to begin. Do our consumers (students) want or need protection? As these consumers become products, do the users

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(employers and all who deal with the individuals) need or want protection? As individuals move from one learning situation to another, do institutions need protection from each other? And finally, do institutions need protection from the minipulating student?

Are we more interested in life-long credentialing or certification than we are life-long learning? Does the mere placement of a prefix or suffix title stand for more than the quality of experience involved? Does experience or endurance carry as much standing as learning? How important are time, location, resources, faculty, mission, purpose, and coherence in the learning experience?

What about the controls, the regulation, that is going on right now? Who is doing it? Why? How effective is it? How is it made known? Who really cares? To what extent can state agencies effectively regulate nonresident institutions or nonacademic institutions? Are politics often involved? What about the regional accrediting agencies and the extent to which they examine institutions more than programs? Is there any watchdog agency or group for so-called academic counseling and referral consultants? Should there be? How readily should recommendations of the military, ACE, and other "evaluation" bodies be taken? Is there consistency in advanced standing practices in institutions?

Now, how about this regulation? What needs regulating, institutions or programs? What criteria should be used? Who should develop and establish criteria? Who projects and enforces the criteria? How are those who don't follow the criteria identified? How are violators made known? How are violators disciplined?

From each of these questions, additional ones surface. It's enough to make you want to throw your hands up and say, "What's the use!"

Still, the challenge remains. What can legitimate educational community leaders do? What are the alternatives to identify, control, and even eliminate the pseudo academic institutions which offer low or no quality to unsuspecting people or to those who are seeking to beat the system? What measure of control can be applied to counseling and advisory services of questionable nature? How can criteria, standards, and quality measures be developed and made recognizable to the educational consumer? Are these controls to be brought by forces outside the education community, or is it time for legitimate educational leaders to make a stand? It's a problem that has largely been left alone, and it hasn't gone away. What thought have you given to the issue?

EVALUATING QUALITY IN NON-TRADITIONAL PROGRAMS
A PRACTICAL APPROACH TO THE IMPROVEMENT OF ADULT CONTINUING EDUCATION

Paul J. Edelson

Abstract

This paper presents an in-depth examination of the quality assessment and improvement procedures used in the continuing education courses at The Smithsonian Institution. It details a four-part, practical, step-by-step approach using in-class observation, student evaluations, faculty feedback and monitor (auditor) evaluations that can be readily applied in other higher education settings. The approach is geared to the working requirements of continuing education administrators and stresses simplicity in design, ease in administration, inexpensiveness, and acceptance by students and faculty as a useful and accurate evaluative methodology.

INTRODUCTION

For all those charged with developing and administering continuing education programs the issue of program quality--real and perceived--is of paramount concern. It is fundamental to success in the marketplace and to acceptance and support within the institution. It is the basis for attracting effective faculty and talented students and, although an abstract concept, it is the single most conspicuous feature on the academic landscape save for, perhaps, the campus quadrangle.

How the term quality is defined and how it is measured differs from institution to institution. Yet, regardless of these variations, it is essential that a practical and effective means of identifying and improving program quality to be developed and applied on a regular ongoing basis.

The benefits of a conscientious approach that provides immediate feedback to faculty and staff are considerable. Beyond the real gains made in the classroom there is the enhanced perception of a commitment to program quality and improvement that can counteract any tendencies towards inertia or complacency.

THE INSTITUTIONAL SETTING

The Resident Associate Program is an educational bureau of The Smithsonian Institution with a special mission to plan outreach activities that enhance popular appreciation of exhibitions, collections, research and special activities. A component of the bureau offers non-credit courses for adults providing opportunities for serious study with distinguished scholars and outstanding experts through a broadbased curriculum in the arts, sciences, and humanities. In 1984, one hundred and seventy-three lecture courses were offered and attended by 7,580 students living in the greater Washington area.

Dr. Paul J. Edelson is Assistant Director at The Smithsonian Institution, Resident Associate Program, Washington, D.C. and is in charge of Adult Courses.

The teaching faculty is drawn from The Smithsonian, the university community, (both local and nationwide), and from the various fields in which courses are offered (e.g., architecture, urban planning, graphic design, etc). Selection criteria for instructors include the appropriate academic or professional credentials for the course(s) taught and prior teaching experience at the college or university level.

For most instructors, the principal appeal of teaching at the Smithsonian is the opportunity to share their knowledge with an extremely well-informed and motivated group of students.[1] Other motivating factors for faculty include both the opportunity to reach a new audience and the prestige of teaching at the Smithsonian.

The importance of maintaining quality is critical if the high reputation of the institution is to be maintained. Furthermore in an environment where all program expenses are met through tuition support, diminished quality could result in decreased registration.

PROCEDURES

Customarily, judgments of quality in academia are based on the excellence of the faculty as scholars and, secondarily, on their effectiveness as teachers. In the realm of continuing education the former is viewed primarily as an issue of staff selection tempered by availability. The subject of teaching effectiveness is more elusive and cannot usually be assessed beforehand. Institutions and students vary -- success in one setting may not carry over to another.

Almost all continuing educators responsible for staff selection believe that over the years they have developed an ability, a "sixth sense," to identify those who will be "good" teachers. The interview process, both in person and by telephone, is given great weight. High motivation, extensive experience, clarity in communication are all influential factors in selection. But empirical data based on actual classroom performance is the most crucial validating evidence of program quality. The four-part course evaluation procedure used at The Smithsonian provides an analysis of each class from differing perspectives. The process offers a balanced look at a program at different stages and elicits responses from all the key participants.

In-Class Observations

This is conducted on the first night of class, usually by the Program Coordinator who has hired the instructor and participated in the development of the course. The evaluation helps ensure that the course gets off to a good start, and that if there are any egregious flaws in the instructor's delivery, they can be addressed immediately. Feedback to the faculty is usually the next day by phone. No forms are used for this evaluation -- it is quite impressionistic and is really intended to get a sense of the course dynamics.

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[1] According to a recent survey (1984) over 84% of program participants have a bachelor's degree, 29% a master's degree, and 21% either a doctoral, medical or legal degree. Their occupations are largely white collar, professional.

Monitor (Auditor) Evaluations

The Smithsonian Resident Associate Program uses monitors to assist in the administration of its programs. These are students, who in return for a free registration in a course, agree to take attendance, register students, distribute and collect student evaluations, and assist the faculty with handouts. Each monitor completes a "Mid-Term Evaluation" (sample attached) which provides information on the registrants' reaction to the course and instructor, the conditions of the classroom, and other comments they care to make. Since each course has at least two monitors, corroboration is available. The monitor evaluations, both positive and negative, are forwarded to the faculty by the Program Coordinators.

Student Questionnaires

These are distributed, completed, and collected at the final session of each course. They are returned directly to the program office. The instrument is a combination of forced choice and open-ended questions (sample attached). At one point the evaluations were tabulated, but this was found to be, at times, inaccurate and too time consuming. Instead, photocopies of all evaluations are immediately sent to the faculty. They are accompanied by a letter from the Program Coordinator who draws attention to the most important points made by the students.

Faculty Feedback

The final component of the Smithsonian evaluation process is the Faculty Feedback Questionnaire (sample attached). This is sent to the faculty immediately upon the conclusion of the program, but usually before they receive their copies of the student evaluations. The questionnaire gives the instructor the opportunity to reflect upon the students, the progress of the class, and to suggest modifications and even new courses.

CONCLUSIONS

Through this four-part overlapping evaluation approach a detailed portrait of each class is obtained. Each component provides specific comments and observations that can be applied towards assessing the course's success. It becomes relatively easy to identify the most effective faculty. Conversely, concrete suggestions for improvement are available to those who need to develop greater skill as teachers. The entire process demonstrates to all connected with the Course Department the emphasis placed upon quality. It also provides a direct, unambiguous look at the entire program in a realistic way.

MID-TERM MONITOR COURSE EVALUATION FORM

Course Title______________________ Classroom Location______________________

Instructor(s)______________________ Monitor______________________

Term/Year______________________ Date______________________

The purpose of this evaluation is to elicit from you, the Monitor, your perceptions concerning the quality of this Resident Associate Program course at the mid-term point. After you have completed this form, please put it in the Lock Box at the Guard's Office as soon as practicable or return it to the Course Office, Smithsonian Resident Associate Program, Room 1210, A & I Building, Washington, D.C. 20560. Phone 357-3243.

1. What is your opinion of the students' reaction to the course so far? Please explain

2. Do you feel that the instructor(s) is/are successfully meeting the objectives of the course as stated in the "Associate"? Please explain.

3. Please comment on the conditions of the classroom(s) - temperature, air-conditioning, seating arrangements, lighting - any problems.

4. How are the acoustics and the audio-visual arrangements? Do equipment and technicians perform satisfactorily?

5. Additional comments.

STUDENT QUESTIONNAIRE
Resident Associate Program
Smithsonian Institution
Washington, D.C. 20560
(202) 357-3243

Course Title________________________
Instructor__________________________
Meets (day & time)__________________
Term & Year_________________________

How many sessions of this course did you attend?
(circle) 1 2 3 4 5 6 7 8

This questionnaire has been designed to ensure the ongoing quality of the Resident Associate class curriculum, and the information you may wish to provide will be used only for this purpose. Please use the back for additional comments. We appreciate your cooperation and involvement. The monitor will collect this questionnaire at the last class session. Thank you.

1. How would you rate the performance of the instructor(s)?

   Excellent_______Very Good_______Good_______Fair_______Poor_______

2. Please explain your rating in the space below:

3. What were your reasons for taking this course? (What attracted you to this course?)

4. Were your expectations met? Please explain.

5. How would you rate the physical conditions under which the class was taught? (comfort, audiovisual, etc.)

6. What other subjects would you like to see developed for Resident Associate programs?

7. How did you learn about this course?________________________________

8. Are you a member of the Resident Associate Program? yes ______ no ______

   If so, how long? ____________.

9. Age: 19 or under___ 20 to 34_____35 to 49_____50 to 64_____65 or above_____

10. Male ______ Female ______.

11. Educational background: High School_____Some college_____Bachelor's degree _____
    Master's degree_____Doctoral degree_______Professional degree_______

12. Occupation or job title____

revised 6/84

FACULTY FEEDBACK
RESIDENT ASSOCIATE PROGRAM
COURSE OFFICE
SMITHSONIAN INSTITUTION
WASHINGTON, DC 20560
(202) 357-3243

Name ______________________
(Please Print)

Course ______________________

Term & Year ______________________

This form has been designed to elicit your viewpoints. We appreciate your cooperation and involvement. Please complete the form and return it to the RAP Course Office.

1. Are you satisfied that the course met your objectives? Please explain.

2. If you were to teach (coordinate, moderate) this course again, what changes, if any, would you make?

3. How would you characterize, as a group, the students in your class in terms of the following:

   a) Appropriate prior educational experience: ______________________
   b) Willingness to engage in class discussion or ask questions: ______________________
   c) Interest in doing additional reading or assignments? ______________________

4. How satisfied were you with:

   a) RAP staff assistance: ______________________
   b) Classroom: ______________________
   c) Audio Visual: ______________________

5. Are there other subjects you would like to teach?

ASSURING QUALITY PROGRAMS BY THE USE OF THE BACCALAUREATE CONTRACT

H. Ramsey Fowler

The University College at Memphis State University is a non-traditional degree-granting college housed within a large, traditional, urban university. In existence for a decade, it serves the needs of mature and motivated students who find it necessary to design individualized and interdisciplinary degree programs. Working with these students are members of the faculty of the other five undergraduate colleges (University College has no separate faculty). The average age of its students is 35 and all are pursuing either the Bachelor of Liberal Studies, or the Bachelor of Professional Studies, degree. To date, University College has graduated nearly 350, and it has 470 students active or in screening.

The integrity of each student's academic program is insured by the Baccalaureate Contract and by the process students must employ in order to have it approved. At one level, the process is procedural; but at another, it is conceptual and creative, requiring that students become increasingly articulate about their academic goals, about the relationships among the kinds of courses in their interdisciplinary majors, and about how the learning in their majors can be focused upon the solving of some problem or the understanding of some issue. In the end, the Baccalaureate Contract becomes an artifact, the created thing which represents the wholeness of each student's undergraduate program.

To indicate how the Baccalaureate Contract works within the University College system, I will talk about the following: (1) How students develop them; (2) how the interactive approval process works; (3) how the development and approval processes enhance the quality of students' interdisciplinary undergraduate degree programs.

The Development and Approval Processes

The contract has several parts, but chief among them are the Academic Goal Statement, the listing of courses in the Coordinated Study (the individualized major), and a description of a projected culminating Special Project (a nine semester-hour individual study required of all University College students).

Making these portions of the Baccalaureate Contract reflect and support each other demands a great deal from students--and for some it is certainly

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more difficult than it is for others. To help them all, however, the college has a tested procedure which combines collaboration with critical review. First, students work with Contract/Advising Committees on the development of their programs. These committees are made up of the student (as a full participant) and two or three members of the Memphis State faculty. One faculty member chairs the committee, and sometimes a member of the community serves in place of the third faculty member. Working with the rest of his or her committee, the student produces a completed Baccalaureate Contract acceptable to everyone. Once this stage has been completed (it will take up to six months, and sometimes more), the contract is submitted to the College, where it is reviewed by a committee of the University College Faculty Council. The Faculty Council is made up of 12 members of the other undergraduate colleges. If this committee finds any portion of the contract to be inadequate, or if it believes that the parts do not fit well together, the contract will be returned to the student for re-working and reconception--not infrequently, more than once. Once approved, it is forwarded to the dean of the college for his signature.

Contracts can be amended, for a variety of reasons. New courses may come into the curriculum; desired courses may always be offered at times when a student cannot take them; academic goals may change somewhat or become further clarified; and the like. Should a student wish to make changes to a contract, he or she must secure the approval of his or her committee Chair.

A semester before graduation, contracts must be resubmitted to the college for final review and approval. If it is determined that changes have altered a contract in a substantive way, it will have to be resubmitted to the Contract/Advising Committee for reapproval--and for all that that entails. Whether resubmitted to the committee or not, all contracts must receive final acceptance by the dean of the college.

The process is involved, but it is also collaborative. If a critical process, it is also a supportive one.

The System at Work

The first student I will consider graduated with a program entitled "Fine Art Photography and Aesthetics." At the initial stage, however, he called it "Photography, Art History, and Philosophy." His statement of goals indicated that he wished "to pursue the study of art history to have a good background for understanding the criteria of art" and that he wanted to familiarize himself "more thoroughly with the technical skills and applications of photography, painting, and drawing" as well as with "intellectual considerations" concerning composition and design. For his Special Project, he proposed to do a set of photographic portraits.

The Contract Review Committee perceived that the material necessary for an integrated and effective program of study were in the contract, but that the student had not thought his way through to the program's wholeness. In her letter to him, the committee's representative wrote, "The concern which was expressed. . .is that your program lacks integration. This is reflected in the title, which simply lists the three areas of study and in the lack of philosophy as an area of study in your Special Project. . . .I would like to emphasize that the committee has no problem with the content of your degree program; their concern is that your program of study should be integrated."

When the contract was resubmitted for approval, the title of the program had been changed to "Fine Art Photography and Aesthetics," and the Academic Goal Statement included the following: "Prior to entering University College, I was studying painting and philosophy, as well as photography. Painting, being a visual art, gave me a strong impetus toward my work in photography. It gave background in visual design and composition directly related to the field of photography. My studies in philosophy served as a means of maturing in ideas and a method of thinking more clearly. . . .Philosophy of Aesthetics became an important course for me in that it addressed specific questions about art that had never occurred to me before."

These changes are really quite good. And his proposed Special Project was much better as well. He intended to produce a portfolio of portraits, accompanied by a written statement concerning the aesthetics of fine art portrait photography, as he would then understand them.

Unquestionably, the quality of this student's program was enhanced by the requirement that he create an approvable Baccalaureate Contract and by the Contract Review Committee's insistence that that contract be consistent and coherent.

A similar process can be seen at work in the contract development of one of our professional students. The woman in question is a senior instructional design and development specialist for a large Memphis-based corporation. Though still lacking her baccalaureate degree, she has doctoral-level persons who report to her; and she has come to believe that she can work more effectively with them if she has at least a bachelor's degree. At the time of her acceptance, she did not expect the University to teach her anything of importance to her that she did not already know, but she knew what she wanted and was certainly open to learning more--just skeptical of whether she would.

She entitled her program "Instructional Design and Development" and in her Academic Goal Statement wrote the following: "My coordinated study is a fine mixture of studies in education, business and management. The first of these will enhance my existing skills in instructional design; the latter two will give me the business savvy to use them appropriately and to manage others doing the same. Together, these studies will give me the knowledge, skills, and abilities I will need to be valuable to the organizational. . .and human resource development fields."

She meant what she said. In addition to a large amount of credit earned from a comprehensive experiential learning portfolio, she originally proposed to take courses in human development, leadership, management development, organizational behavior, and personnel. For her Special Project, she proposed to do a leadership institute--a training project for her company that she was committed to already.

The Contract Review Committee found her goal statement functional, but clear, and her Coordinated Study to be acceptably related to her goals. It could not, however, make much sense out of her leadership institute and told her in its letter, "You mention the Leadership Institute, but you do not explain your project. Including a more specific description, even though it must be tentative, will allow the committee to judge whether or not you understand the purpose of the Special Project and whether your project is appropriate, given the nature of your Coordinated Study."

When she returned her contract, the committee found, to its surprise and delight, that she had decided that an education practicum in leadership and a management course in motivation and development were essentially duplicative. Instead of the course in motivation and development, she substituted another in business policy. Also, as asked, she reconceived her Special Project, clearly merging her previous experience in instructional design with her academic studies in human development, leadership, and organizational behavior. She proposed to develop a mentoring system for the corporate setting. She wrote, "Of particular interest to me is the concept of mentoring relationships and the role they play in the. . .development and career advancement of American business people. This obviously falls within the realm of management development. Additionally, however, I would like to assess how a formalized, systematic, approach to mentoring--an otherwise informal instructional phenomenon--can impact the parties involved."

What Makes the System Work?

What is it that these quite different students shared?

First, they shared immersion in a method which required that they intellectualize their programs, articulate principles and relationships, focus their learning, and, perhaps most important of all, communicate their understanding to trained, critical, audiences.

Second, by being required to develop educational artifacts, as it were, they both went through a creative process which had certain defining conditions.

1. They learned to understand and to appreciate form. Each of these students came to the college with an idea that could be shaped into an academic program, but they were forced to select from within the medium appropriate to academic programs, namely, courses. Since both began with a wide variety of courses appropriate to their general goals, they were forced early to understand that an academic program requires selection and order.

2. They learned to understand the importance of relationships. Course selections and independent study requirements had to relate to each other and to a purpose.

3. They learned to be articulate about their programs. It is not that they were not articulate persons to begin with; it is just that they had to learn to communicate the form of their programs to trained, critical, readers.

4. They learned that they could be both personal and objective about their creations. Contracts were developed out of important personal needs and professional interests. They were also prepared in collaboration with a variety of readers. However, these programs had to make objective sense to someone else.

I don't want to carry the analogy between program development and the creative process too far, just far enough to suggest that the reason the Baccalaureate Contract and the process required for its development work for our students is that it forces them to conceive of their educations as a separate reality, as something more than the content of the courses they plan to take, as a set of elements that exist in relation to a purpose and to each other.

Conclusion

I am reminded (as you may be) of E. M. Forster's important remark, "How will I know what I think until I see what I've written?" From one point of view, the Baccalaureate Contract is only the written record of an individualized and interdisciplinary degree program; but from another point of view, it is the program itself, or at least the representation of it. Students will learn what is in the courses they take, in any case; but without being forced to, they will rarely think about their learning at a high enough level of generality to conceive of curricular relationships programmatically. To the extent that the Baccalaureate Contract and the system associated with it require this effort, University College takes the document to be its principal means of assuring quality in its students' undergraduate degree programs.

SELF-STUDY METHODS FOR ASSURING QUALITY IN PRIOR LEARNING ASSESSMENT

Scott D. Heck

Ever-increasing numbers of adult students are enrolling in the nation's colleges and universities, bringing with them a wealth of knowledge acquired in many environments outside of the traditional classroom. This wide variety of experiential learning is often equivalent to college level work and should be recognized as such. In a joint statement on awarding credit for extrainstitutional learning, the American Council on Education (ACE) and the Council on Post-secondary Accreditation (COPA) affirm that colleges and universities have an obligation to assess this learning as part of their credentialing function (ACE, 1985). Learning will thus be recognized wherever it has occurred, reducing the common practice of teaching students what they already know. Instead of wasting the educational resources of the institution along with the personal resources of the student, new learning can add to the student's knowledge base rather than duplicating it.

In this regard, several credit determination methods have been developed to evaluate prior learning, including testing programs and outside evaluations of military and organizational training programs. In recent years, many institutions have developed their own methods for assessing the learning of individual students. These include product assessments, interviews and oral examinations, and performance tests and simulations. In ever-increasing numbers, institutions are requiring students to develop a portfolio of their prior learning, analyzing and documenting their prior learning experiences for evaluation by faculty members.

Does a program developed to assess prior learning really evaluate the knowledge gained by students or does it just give credit for their experience? In a recent study of how institutions set standards for assessing prior learning, Joan Knapp and Paul Jacobs found that "a disappointingly high proportion of institutions award credit for experiential learning on the basis of experience rather than learning" (1981, p. 8). An institution is questioned on this issue from within, by administrators and faculty, and from without, by accreditating agencies and students. This paper will discuss several methods of self-study which can be used to assure the quality assessment of prior learning, not prior experience.

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The validity of an assessment of prior learning program depends upon the existence of appropriate standards for evaluating prior learning. Without appropriate standards all attempts to evaluate program effectiveness are useless since these standards form the criteria on which the program must be judged. Only after setting standards for assessing prior learning can the reliability of the assessment program be studied. Therefore, the key to assuring quality in an assessment of prior learning program involves setting appropriate standards and developing methods to determine whether these standards have been met.

Setting Standards for Assessing Prior Learning

A three-step model for setting standards to assure quality in prior learning assessment involves:

1. Gathering comparative data about other prior learning assessment programs.
2. Gathering diagnostic data regarding one's own program.
3. Developing, or examining, program standards.

While gathering comparative data concerning other assessment programs may be of greatest interest to those beginning a new program, all programs can find this information useful. The most frequent questions raised by faculty members center around the desire to know what other institutions are doing in this area. As well as providing information for answering faculty questions, this data provides a reference point for program planning and decision-making.

In gathering comparative data, two basic methods are readily available to the program director. The first is a source-book of comparative data gathered by the Council for the Advancement of Experiential Learning (CAEL), Wherever You Learned It: A Directory of Opportunities for Educational Credit (McIntyre, 1981). The five-volume series contains information about assessment programs in all fifty states and the District of Columbia, and summarizes this information on state charts. "Each state chart allows you to compare information (such as degree programs, credit-granting policies, assessment methods, and costs) for the colleges and universities in the states that are included in the directory" (p. x). By combining this information with institutional data gathered from a source such as the Higher Education Directory (Higher Education Publications, 1983), an analysis of the assessment practices by institutional variables, such as accreditations, enrollments, control, or highest degree offered, can be performed. A second method would involve the program in gathering its own comparative data. This could be done by conducting a more limited survey, or using information gathered from college and university catalogues or program materials.

The second step in the model involves gathering diagnostic data about the current assessment of prior learning program. Two evaluation guides can be used to gather this data: (a) Procedures for Reviewing an Assessment of Prior Learning Program (Hogan and Sewall, 1980); and (b) Postsecondary Education Institutions and the Adult Learner: A

Self-Study Assessment and Planning Guide (Commission on Higher Education and the Adult Learner, 1984). Part One of the former requires the gathering of basic program facts, as well as examining the documents, materials, and procedures of the assessment program. The latter, in a section on prior learning credit, has questions for diagnosing current academic policy and practices, and a method for assessing the institution's performance in meeting, or planning to meet, these policies and practices. Moreover, there are many useful diagnostic statistics that a program director can gather about the assessment process, including the number of students served, average number of credits earned per student and awarded by departments, and the average time it takes to complete assessment.

Finally, one can go about developing and/or examining program standards. Two processes should be helpful in this examinination. First, in an attempt to determine what the faculty believes in creditable college-level learning, written instances of learning activities could be distributed to the faculty, asking them to decide what level of learning this instance achieves: (a)Below college-level; (b) lower-level; (c) upper-level; or (d) graduate-level learning (See the CAEL Validation Report--Study B2, Willingham, et al, 1976, for a further description of this study). By analyzing the responses to this survey, a general idea of what the faculty considers college-level learning can be established. What the faculty deems college creditable learning will prove useful in the second process of developing/examining standards--faculty development sessions. By gathering evaluators, preferrably by department or subject area, and discussing the results of the learning instances study, a consensus as to what kinds of learning instances should be creditable, and at what level, could be developed. This information can then be communicated to students and faculty evaluators so that the standards for assessment are clearly understood by all.

Methods for Achieving Standards in Prior Learning Assessment

To insure that prior learning assessment standards are being achieved, a program should follow three guidelines:

1. To communicate, clearly and concisely, all program standards to faculty and students in an effort to assure that these standards are understood by all. This includes transmitting information to and receiving feedback from faculty and students.

2. To perform a periodic review of the reliability of assessment by examining the agreement among assessors in independent judgements of the same materials.

3. To have the program reviewed by a team of experts in prior learning assessment, evaluating the program for strengths and for areas which may need improvement.

The major method for assuring a quality prior learning assessment program is communication. Primarily, this involves clearly and concisely transmitting the program standards to faculty assessors and to students to insure that all have a proper understanding of the program expectations. This becomes essential to the content validity of the program as well as to reliability of evaluation. However, the process must be more than a monologue; feedback must be received from faculty and students in regards to the assessment process.

In reviewing the communication process, the diagnostic data gathered when developing/evaluating standards is useful for examining the materials and procedures used for providing information about the program. Moreover, Part Two of Procedures for Reviewing an Assessment of Prior Learning Program provides two opinion surveys, one for students and one for faculty/staff, for studying the communication process. Each asks parallel questions regarding the assessment program, along with several questions which provide background data about the respondent. As well as pointing out what the respondents believe are program strengths or areas which may need improvement, the responses can be analyzed for consistencies or discrepancies between or among student responses and faculty/staff responses.

A second method, useful for studying the reliability of the assessment process, involves examining the agreement among assessors in independent judgements of the same materials. Two studies which employ this method are described in the CAEL Validation Report. In Study B1, intra-institutional reliability was examined through duplicate evaluations of the same portfolio by several of an institution's assessors; evaluation of an illustrative portfolio by assessors from several different institutions was studied to determine inter-institutional reliability. Study B3 investigated the consistency among assessors concerning the documentation needed to verify a prior learning activity. Five evaluators from each of ten institutions evaluated fifteen learning instances and were asked to identify what type of documentation would be required for the learning instance to be awarded credit. While several of these studies would be too large for a single institution to replicate, the processes can be modified to satisfy a specific institution's purposes.

Finally, the assessment of prior learning program could be evaluated by a team of outside experts. Procedures for Reviewing an Assessment of Prior Learning Program provides guidelines for completing an outside evaluation of the assessment program. Procedures for selecting an evaluation team, a suggested schedule for the on-site review, and review team evaluation guidelines are provided in Part Three. While all institutions encounter this type of evaluation from regional accrediting agencies, a separate evaluation of the assessment program has several advantages: (a) It provides a review by individuals who are thoroughly familiar with prior learning assessment; (b) it demonstrates to the accrediting agencies that the institution believes in the importance of periodic self-study or program review; and (c) if the review is completed in a timely manner, areas of concern identified by the evaluation team can be improved before an on-site visit by an accreditation team.

As Knapp and Jacobs (1981) concluded in Setting Standards for Assessing Experiential Learning:

> Sound standards are central to the credibility and acceptance of credit for experiential learning. When carefully developed, appropriately applied, and closely monitored, standards assure the student, the school, and the public that credit awarded is credit awarded for college-level learning, and that the amount of credit awarded is appropriate and fair (p. 24).

Through setting appropriate standards and developing methods to determine whether these standards have been met, the ability of an institution to assure quality in prior learning assessment will be enhanced. By assuring the quality of prior learning assessment, the concerns raised by administrators and faculty, and by accrediting agencies and students, can be adequately addressed. Thus, instead of wasting precious educational resources teaching students what they already know, learning can be recognized wherever it has occurred!

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A CONCEPTUAL MODEL FOR TYING EVALUATION OF NON-TRADITIONAL/ INTERDISCIPLINARY PROGRAMS TO ACCOUNTABILITY NEEDS

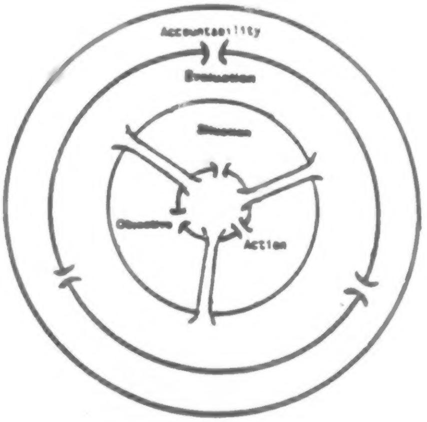
Connie McKenna, Ph.D.

Non-traditional/interdisciplinary programs exist because a significant number of mature, self-directing adults seek learning opportunities more adapted to their learning styles and preferences than the usual educational offerings. Such programs provide substantive subject matter content just as the more traditional programs do. However, their means for arriving at educational ends differs in creative ways.

The model presented here provides a mechanism for capturing and capitalizing on the uniqueness of non-traditional/interdisciplinary approaches to meet the educational needs of an increasingly large proportion of the population. It is adapted from the Cooperative Extension System, the world's largest non-formal adult education program which, in 1984, implemented nationwide a system for more comprehensive program accountability and evaluation.

The Model

Successful accountability requires up-front planning. This includes planning evaluations as part of program development, basing evaluations on specific and measurable program objectives, developing objectives to reflect the level of impacts desired in future reports and using appropriate methodology to generate and present credible reports. Components of the model are: accountability, evaluation, situation, objectives and action. Each component is an independent, yet interdependent part of every program.



National Leader, Program and Staff Development, U. S. Department of Agriculture, 14th & Independence Avenue, SW, Room 3328-South Building, Washington, DC 20250

Each component simultaneously contributes to and challenges program design. Key considerations for each are:

- Accountability - What is it? Why is it important?
- Evaluation - How do program consequences relate to accountability?
- Situation - What problem -- severity, scope, potential clientele, opportunity -- warrants a non-traditional/interdisciplinary response? What is it's current status?
- Objectives - What are reasonable expectations for decreasing or solving the problem? Who will benefit? How?
- Action - What approaches, techniques, innovations will be used to accomplish objectives? Who will be involved? How?

Applying the model requires addressing each component individually and as it links to every other. Ultimately, the components must be molded into an integrated, responsive program which has multi-dimensional utility. This includes capturing accomplishments in a way that meets accountability needs.

What Is Accountability, Anyway?

Probably no one definition of accountability is acceptable to all, but generally speaking, accountability is holding someone responsible for doing what they're supposed to do. What people are supposed to do should be clearly identified in program objectives.

Evaluation is the process used to assess what was done relative to those objectives. It is a systematic procedure for collecting and analyzing reliable and valid information for the purposes of decision-making. Evaluation is yardstick by which we can measure how well we did what we said we'd do -- a tool for determining accomplishment.

What Kind Of Evaluation Information Is Most Useful For Accountability?

That which helps us justify budget requests, response to inquiries from the government legislative and executive offices, university administration organizations, media, agencies and organizations, special and public interest groups, professional associations and the general public.

What Will Be Useful In Responding To These Inquiries?

Information which helps us convey:

- --how funds are being used
- --cost effectiveness
- --who we serve, how many, how
- --why program is needed, what's happening, accomplishments
- --trends, new facets of programs
- --specific examples of program success, documented impact

Do Non-Traditional/Interdisciplinary Programs Make A Difference?

When we wonder what kind of accountability reporting will demonstrate that our programs do indeed make a difference, we probably already are closer to the answer than we realize. We need to ask ourselves:

- --Who are the influentials and decision-makers who "call the shots?"
- --What kind of questions do they ask?
- --What information do they want?
- --What will they accept as evidence of accomplishment?
- --What kind of information packaging gets their attention, approval and action?

Programming for Accountability

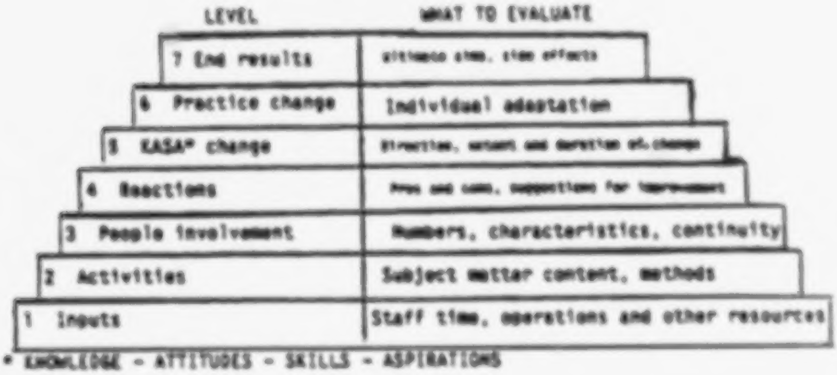
Planning is the key. With planning, accountability happens -- because we make it happen. By focusing on who needs accountability information and why, we can decide what we want to be able to tell about the program. This leads us to begin thinking hard about how to collect information needed, to determine what will best serve as evidence of accomplishment. This kind of follow-through can be most effectively implemented when evaluation decisions are made. When the program in in the design stage.

Using the Evaluation Hierarchy

Especially when used early in the planning process, the evaluation hierarchy, a Cooperative Extension System model for analyzing the level of program impacts, can be a very useful tool to help us plan for the higher levels of achievement which will capture the interest and support of those to whom we are accountable.

The evaluation hierarchy identifies seven levels of program impact. Each step lends itself to specific types of measurement but not all are equally feasible. Quite frequently, the higher the level of evaluation desired, the more complex or costly it is to determine program results, impacts or outcomes. Therefore, it is essential that the potential utility of any accountability information be carefully considered before evaluation is undertaken.

EVALUATION HIERARCHY



LEVEL	WHAT TO EVALUATE
7 End results	Ultimate aims, side effects
6 Practice change	Individual adaptation
5 KASA* change	Direction, extent and duration of change
4 Reactions	Pros and cons, suggestions for improvement
3 People involvement	Numbers, characteristics, continuity
2 Activities	Subject matter content, methods
1 Inputs	Staff time, operations and other resources

* KNOWLEDGE - ATTITUDES - SKILLS - ASPIRATIONS

The most simple, basic questions we must answer to our own satisfaction are these: "Who cares?" when referring to what difference it will make if actual or potential clientele and funders have evaluative information and "So what?" when referring to changes in people or situations brought about through the influence of our programs.

One simple, practical way to translate good program intentions into action targeted at achieving upper levels in the hierarchy is this. First, determine which level of the evaluation hierarchy is reflected in the program's objectives. This will reveal the highest level of accomplishment the program can be expected to achieve. Second, if this level of achievement will generate evaluation data at a lower level than desired for accountability reporting, rewrite the program objectives and revise the work plan accordingly. Remember, regardless of the level of expectation stated in current program objectives, the "what is," indicated there can serve as the basis for deciding the "what next" needed to produce higher levels of impact for more powerful accountability reports. More explicitly, to be able to evaluate at higher levels, we must program at higher levels.

So What Can We Conclude About The Realities Of Programming For Accountability?

Accept the fact that some evaluation is inescapable. Evaluation is essentially a judgement of worth -- and judgement about programs and their effectiveness is common, whether by program participants, educators, public or private funding sources. The question is not whether to evaluate our programs, but rather how casually or formally to evaluate them.

There is an old bromide about the man who, when asked how his wife was, replied, "Compared to what?" We certainly do not want to be in the position of reporting accomplishments and leaving the "compared to what?" question open for dispute.

In most cases, situation indicators at the beginning of the program are compared with measures of those indicators at subsequent points in time. In other cases trendlines are available for many years prior to the current program period. In some, benchmark/baseline data are collected as part of the initial program effort. Comparisons are the basis for drawing conclusions and interpreting evidence.

It is very appropriate to judge accomplishments in terms of the extent to which objectives were met. Accomplishments represent the results of program efforts, not the efforts (inputs) themselves. Generally speaking, accomplishments take three forms.

1. What clientele learn regarding the content taught - These are the knowledge, attitudes, skills, and aspirations gained by participants. (KASAs, Level 5) in the evaluation hierarchy.

2. The use or application of program content by program participants - This corresponds to practice change (Level 6). The focus is on practices adopted, with the implicit assumption that those practices require know-how, willingness to try, and desire to achieve the predicted outcomes.

3. The results of using information and adopting practices that programs have taught - Not all programs identify accomplishments in terms of end results (Level 7). Many of the consequences that we expect are not likely to show up in the time span covered by the program evaluation. Further, many factors (e.g. nature, the economy) are beyond our control and may influence results more than or in spite of the application of practices we recommend. Additionally, not all consequences of human behavior can be predicted or measured, either because we don't know how or don't have the resources to do so.

Any of the accomplishments described above must be logically attributable, at least in part, to our program efforts. For that reason it is very important that we record effort and involvement (i.e. input and participation data). During the first year or two of a new program the only accomplishments may be activities conducted (Level 2) and the participation of intended audiences (Level 3). These are accomplishments, and should be recognized as steps toward achieving the ultimate program objectives at higher impact levels.

Reporting Results

For accomplishment reports to satisfy 'needs to know' for all parties involves careful consideration at the planning stage to determine what will be needed and to make sure that needed information will be collected. It may also involve analysis (such as the comparison of different delivery systems).

Even more important, perhaps, is planning to use the results of accomplishment reporting at state and local levels. This will inevitable involve reporting accomplishment information in more than one format. Thinking through who could use information, when and how best to provide it to each potential user, is a consideration beyond the scope of this paper. The point to be emphasized is that the accomplishment reporting process upon which accountability reporting rests can be very valuable, but it is up to the individuals who plan and carry out the process to make it so.

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ASSURING QUALITY IN NON-TRADITIONAL EDUCATION: THE MERCY COLLEGE EXPERIENCE

James F. Melville, Jr., Darryl E. Bullock, and Mary C. Kraetzer[1]

Mercy College has pioneered in the Westchester County, New York region in providing educational programs to a student body diverse in socio-economic background, age, ethnicity, and equally varied in its preparation for and expectations about college. Some might say that its tradition places Mercy College in the company of such institutions as the City University of New York, The New York School, Roosevelt University, and the University of Maryland, institutions which have been leaders in increasing access to a college education.

In the last decade and a half, Mercy College has undergone tremendous change--from a Catholic women's college under the sponsorship of the Sisters of Mercy with approximately 1,000 students at a single campus to a non-sectarian college with over 9,000 students, and multiple campuses. Much of this growth occurred over a seven year period and is linked to the development of branch facilities at diverse geographical locations and an open admissions policy. How has such growth been managed? How has quality been maintained?

Not only has Mercy College changed but the society of which it is a part is experiencing significant demographic, familial, economic, political, and cultural changes. The socio-economic transformations, of which the expression "information age" has become the slogan, embody forces dictating a new and uncharted era for institutions of higher education. How can colleges and universities equip themselves to best prepare their students for the future?

Perhaps, having experienced so much change, the staff of Mercy College is particularly sensitive to the need for careful and systematic effort in managing change.

Administering a college is a delicate and a complex activity. Administering a college which operates programs on six major locations as well as in ten correctional facilities is complex, indeed. Mercy College has a combined centralized/decentralized style of operation. Each campus has a Dean who is in charge of its operation. At the same time credit bearing academic programs are under the jurisdiction of the Chair of the particular department who reports to the Dean of the Faculty. All curricular, staffing, and evaluation efforts regarding the academic programs are the responsibility of the chairs.

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In many respects, the new, smaller units enabled Mercy College to renew and to recreate itself. The small units each having approximately 1,500 students provide the main environment for the students. Although Mercy College has become a large college it is still able to maintain an attractive "small" college atmosphere. The size, enables the college to support indepth and specialized programs of study, vast library holdings, and modern computer facilities. Commitment to faculty development underscores a realization that a college--an institution oriented to the new--must enable its faculty to update and maintain knowledge and skills.

The pressure of such growth as well as the need to respond to a complex and challenging environment has prompted the college to establish and maintain strong planning and self-study mechanisms. As part of its efforts to provide a quality educational experience to its students Mercy College established and continues to develop its planning capacity. In addition a large scale multi-strategy program of institutional evaluation and planning: The Mercy College Self-Study Project has been designed and implemented.

Collegewide Institutional Planning and Research

The dramatic changes, both on the social as well as the institutional level, outlined above clearly illustrate the need to develop sound organizational planning and research capacity. While planning had always occurred on campus, the establishment of a Planning Office in 1978 headed by a senior administrator signaled a more intensified effort.

The responsibilities and assignments undertaken by the office have been varied. They include the creation and in some instances maintenance of specific institutional data bases relating to facilities, students, courses, programs, human resources and more recently the budget. With this information standard enrollment and utilization reports are produced as well as special studies on tenure and retirement, salary projections and retention/attrition patterns.

In addition, the academic community in general is becoming aware of the growing interest in having better information about student outcomes. Academic program heads and faculty are not only interested in who their new and current students are, but the impact of the program curricula on student development and retention and the successes of program graduates.

The persons specifically responsible for the financial health of the institution--president, treasurer, trustees--need to know not only enrollment trends and backgrounds of students, but the impacts programs and services within the college are having on students.

In addition to these internal demands for better information about outcomes, planners are equally aware of external demands for such information. For example, institutions participating in federal student-aid programs are required to provide information about retention and program completion to prospective students. Central governing boards and state planning groups frequently request information about program utilization and degrees granted.

The interest of regional and professional accrediting bodies has increased with regard to information about student outcomes. They are interested in knowing more about how well student goals are being met, what differences the college experience is making for these students, and how the institution and its programs are using this information to enhance planning decisions. How to satisfy the internal and external demands for information is a challenge. Difficult decisions must be addressed:

> Who needs what information, when and in what form?
>
> What procedures are required to obtain the desired information?
>
> What is the feasible given technical limitations, economic constraints, and political realities both within and outside the institution?

The Mercy College Self-Study Project

In 1980 the college undertook a large scale project to determine what students had gained from their experience at Mercy College. A key figure in the initial stages was Herbert (Herb) Kells. A core group at the college had become familiar with and attracted to his concept of an ongoing self-study process for a college. For those versed in modern management techniques the Kells idea is not a new approach, but rather part of the ongoing management process. However, for colleges an ongoing self-study or any systematic self evaluation is somewhat unusual.

The Institutional Evaluation Committee functions as a steering committee for this project. The Director of Institutional Research has the main responsibility for administration of the standardized surveys. The project is composed of three areas: standardized surveys, ten year longitudinal (panel) study, and academic department self-studies.

Standardized Surveys

Presently questionnaires designed by the College Board/National Center for Higher Education Management Systems are administered and analyzed by the Director of Institutional Research. These questionnaires which are administered on an annual and, in some cases, on a periodic basis, provide an invaluable overall approach to evaluating the college's operation and securing a demographic profile on students/alumni, data on student/alumni goals as well as their accomplishments.

Ten Year Longitudinal (Panel) Study-Lives in Process

The Ten Year Longitudinal (Panel) Study provides an indepth look at what the experience of being a student at Mercy College has meant. This study, which is complementary to the methodology of the standardized surveys, provides insights as to what the students mean when they select a particular answer to a question on a survey. The interviews have given a very clear understanding of the student's expectations about college. In addition, these interviews indicate how the students form their impressions of the college experience.

Academic Department Self-Study

Each year a few academic departments enter the Self-Study process. The goal is to implement a five year cycle-so that each department would undertake a self-study once every five years. Each department (in the study year) is asked to spend some time during the year assessing itself as an organizational unit within the college, and to study how well the students are faring in the program(s) under its jurisdiction. To assist the departments in doing this the services of a consultant are offered to the department (Sidney Micek, from Syracuse University and formerly NCHEMS, who specializes in higher education evaluation and planning has been associated with the project since 1979). The consultant works with the department and conducts an all day planning "retreat" with each department. The aim of this process, which uses a strategic planning approach, is to strengthen the key professional units of the college--the academic departments--and to integrate their planning and budgeting processes with the collegewide process.

The departments are encouraged to survey their current students as well as their graduates either by their own instruments or by adding questions to the collegewide instruments. The departments are also asked to review student learning outcomes from "core" courses for which they are responsible.

Although some experienced observers have claimed that a self evaluating organization is a contradiction in terms, the participants in the Mercy College Self-Study have come to believe that such a process is both workable and valuable.

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THE FLOW-THROUGH MODEL: ASSURING QUALITY IN NONTRADITIONAL ACADEMIC PROGRAMS

Robert O. Michael
Richard H. Barbe

Although it is part of the growing and, hence, somewhat recession-retardant Sunbelt, Georgia is experiencing a gradual leveling and potential decline in funding for and enrollments in its institutions of higher education. Of the 33 units of the University System of Georgia, only four have shown recent increases in enrollment. This picture is particularly ominous in a state where funding is largely enrollment driven.

Under such conditions what is traditionally important is for institutions to maintain high marks on common measures of vitality, strength and quality. These would include student FTE's, faculty qualifications — earned doctorates, for example, endowment fund growth, research productivity and sponsorship, student achievements and similar measures. These are the information bases on which critical academic and economic desisions are made.

At such times, new or alternative program delivery methods are developed to bolster sagging enrollments or to reinvigorate declining programs. Growth in nontraditional programming is seen not as a way of improving academic services but as a way of shoring up institutions.

Although Georgia is among the states experiencing relatively declining higher education resources, the citizen demand for educational services is shifting to the more expensive graduate and professional levels.

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Recently two new, privately chartered but partially publically funded medical schools have been created to produce more rural and minority physicians. There is, similarly, discussion of how best to move preparation in the engineering fields closer to the people in the southern part of the state. One junior college has been granted four-year status to help educate people in the business and nursing fields.

In some academic fields, however, the approach has been different. Instead of merely offering an array of courses away from the parent campus, the universities of the state have begun to provide entire programs of study using the campuses and facilities of the state's senior colleges.

What is important with these programs is the stimulation and maintenance of quality.

The Flow-Through Model offers one method for both monitoring and maintaining quality in such programs. To clarify the use of this model, this paper provides examples drawn from the quality assurance of three doctoral programs being offered cooperatively by one large urban university and three senior colleges of the state system.

Definitions of quality tend to fall into but two categories -- input and output definitions.

Input definitions tend to view quality as the result of certain characteristics of faculty, students, facilities or program design — the inputs with which the institution functions. Faculty preparation or research reputation, student test scores or other awards, library holdings or specialized laboratory equipment, unusual program features or schedule are all examples of quality assurance through a view of inputs.

Output definitions focus on products. Graduates who achieve advanced degrees, corporate executives who are alums, experience of graduates on professional or licensing exams, and so on, are all views of the output uuality of an institution.

What is wrong with both of these views is that they provide, at best, inferential views of the quality of the institution itself. We are seeking the quality of that which comes between input and output.

The growing literature on excellence is reinforcing something educators have long known about quality — the quality of an institution itself is measured directly by its having a high level of shared concern for improvement, a set of common and specific ways of achieving this improvement, and a justifiably high probability of achieving these specific goals.

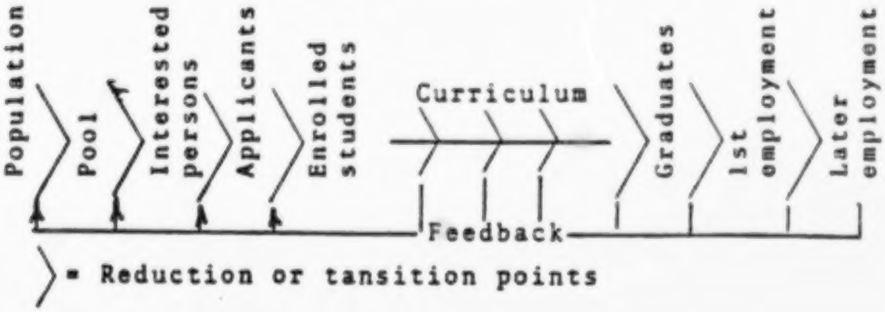
Concern for getting better — it must be continuous, pervasive and ochestrated. Institutions become schools of quality when most everyone from President to faculty members, from students to trustees is seeking ways for bettering the institution. And this effort must not just be geared to an accreditation visit, but it must be on-going and self-generated. It must, as well, be organized. For the President to see improvement in changing course content, for faculty to seek betterment by revising the governance structure, for students to see improvement only in the actions of faculty, will not achieve quality. Each element must do its continuous best to seek improvment — quality — it its own part of the whole institution.

Goal directed action — it must be systematic and information-based. Random or sporadic activity is not quality; well-supported and carefully planned activity is.

High level of justified confidence — it must be supported and rewarded in ways which give the various components of the school reason to believe that their attempts at improvement will reach fruition.

It is upon these quality dimensions, based upon a community of shared values, that the Flow-Through Model functions. It has a basic systems-theory configuration in that it has, fundamentally, an input-throughput-output-feedback structure. Supporting, informing and driving the throughput component are the previously mentioned quality dimensions. These form the atmosphere of the institution; they permit it to design its programs, to seek and enroll students; and they provide the climate for program execution. It is from these shared values that the reduction screens of the model are formed. It is, also, upon these quality dimensions that data are assessed, evaluations are made and decisions for change (improvement) are considered and implemented.

THE THROUGHPUT MODEL



This is a flow-through model in that it bases its decisions on data collected throughout the flow of students from before application and admission to well after graduation and employment.

What this model illustrates, as it flows from left to right, is the progress of people from those who are potentially interested in the program (population), through a group having manifested some interest (pool), through acceptance procedures (students), through the program and its requirements (curriculum) through graduation to initial and subsequent employment.

Between each identifiable phase there is an illustrated "reduction" process. This is the collective action of an aggregate of factors which serve to reduce the flow or movement of people across that point. Numerically, these points serve to make the size of the flowing group smaller -- colleges have more interested people than applicants, more applicants than enrollees, more beginners than graduates, etc. More important, though, these reduction processes also change the character of the group.

The data for quality monitoring are generated by observation of changes, character or number, across these reduction-transition points. If the number of graduates, compared with the number of beginners is quite small, there is a warning that some curricular process is effecting that change. If, from application to enrollment, all members of one social group disappear, a similar notice is sent to decision-makers.

These are, then, the data which feed the value determinations of the quality dimensions described before.

It is comparatively easy to apply such a model to traditional, on-campus programs. It is more difficult, but more useful, to find its applications in less conventional programs such as the three cooperative doctoral programs operated by Georgia State University and Augusta College, Columbus College, and Valdosta State College.

Using but one of these as an example — in 1980-81, Valdosta State, in the rural southern part of the state, and Georgia State, located in northern, metropolitan Atlanta, entered into a formal agreement to provide a doctoral program in two areas, educational administration and special education. These were to be offered on the Valdosta campus using a combined set of resources with the degree, finally, being accredited by Georgia State.

The critical quality factors residing in the middle of the model are the driving forces behind the development and execution of this cooperative program. Both institutions had a high level of concern for both meeting the needs of the local population and for doing so in a quality fashion. This concern, also, represented a genuine willingness and commitment to change. While the causes for this commitment may have varied between the two institutions and, indeed, among the various components of each school, planners at both campuses determined that such a program would address these different concerns. While the two schools' values may have been different, the intersection of these value sets permitted both institutions to share a commitment to change by addressing a common value -- quality education. Persistent attention to action supported by the high confidence levels of both schools created an agreed-upon set of structures and processes for implementing such a nontraditional program.

The causal factors which precipitated the quality trilogy of concern, action and confidence may have varied but they were sufficiently common to permit a value intersection broad enough for functioning.

The flow model was applied in both design and implementation.

A needs assessment showed that there were sufficient numbers of people judged, by the value sets, appropriate for doctoral work to justify the initiation of the program. Solicited from among this population, then, were individuals who constituted a pool of applicants. Through processes of both self-selection by the individuals and screening by the value judgments of the faculties, this pool was reduced to the initial group of entering students.

In reflection, more data can now be collected which would illustrate more clearly the character of some of these early reductions. What particular items of information communicated or failed to communicate in ways which influenced the changes observed through this flow? These data could, once obtained, be used to redirect the marketing of subsequent cycles or iterations of the programs.

The programs have been operational, now, about long enough to begin to be able to collect data on character changes through the curricular portions of the programs' flow. These alterations can be compared with information about the characteristics of either the applicant or admissions pools to determine whether an improvement in judgment might be indicated.

As students pass through such reduction points as residency requirements, comprehensive examinations, dissertation prospectus development and dissertation research, reductions in numbers and changes in character will occur. Critical data are available at each of these points which will drive the concern-action-confidence quality dimensions.

What we have illustrated, then, is a conceptual model which permits the focused collection of information which will, in turn, drive the quality dimensions of nontraditional programs. Its use with three cooperative doctoral programs, particularly the Georgia State - Valdosta State agreement is proving particularly useful.

MAINTAINING QUALITY EDUCATION IN A NON-TRADITIONAL BACHELOR OF SCIENCE PROGRAM FOR HUMAN SERVICE WORKERS

Deborah C. Sherman and Ann I. McDonough

"Quality" is a charged word in education. The proliferation of competency tests established by school districts and states to enforce mandated standards of achievement is carried out in the name of quality. Another view of quality is embedded in Mortimer Adler's Paideia Proposal, a standard classical education for all. "Quality" has also become a code word for "elitism," with stiffened community college and college and university admissions requirements limiting access. Others view quality education in operational terms - enrollment site; scholarly prestige and size of graduate faculty; the number of graduates entering doctoral programs, winning graduate fellowships, listed in Who's Who; or by statistics reporting the lifetime earnings of alumni.

Our view of quality is the institutional impact approach, also known as the value added approach. This approach argues that real quality exists in an institution's ability to affect its students favorably to make a positive difference in their intellectual and personal development.

The program which we will describe, Continuing Career Development for Adults baccalaureate program combines experiential learning, career and skills development, and liberal arts to make a positive intellectual and personal difference to the human service workers who are students in the program.

Lesley College has long been interested in the adult learner. Before it was considered fashionable, the College recognized the value of educating adult learners and the wide reservoir of experiences and diversity they bring to the classroom. For the past thirty years, the Graduate School has maintained a consistent vision and a continuity of purpose: to maintain high quality professional programs which serve the needs of the individual and the community, providing both theoretical bases and opportunities for experiential learning.

The Division of Outreach and Alternative Education of the Graduate School has two major strands. One provides both undergraduate and graduate programs for mature adults in alternative formats which include independent study and learning communities. In addition to academic study, these programs validate, through credit, prior experiential learning. The other strand provides on-campus degree programs and courses in off-campus settings in time frames and locations appropriate to the employer's requirements.

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The Continuing Career Development for Adults bachelor of science degree program (CCDA), combines both these [illegible] Initially developed on campus for adults working full time, it permits the transfer of up to 96 credits. Of these 96 credits, 36 may be earned through a life experience petitioning process. Of the 128 credits required for the degree, a mihimum of 32 credits must be earned through Lesley College course work. Because of the maturity and work experience of the students, they have the option of taking graduate level courses for undergraduate credit. Major fields of study for CCDA students are either education or human services. It is the latter which is currently being offered in Outreach settings.

Outreach programs are offered in conjunction with other institutions-hospitals, agencies, school districts, and businesses-in response to both employee and institutional needs. An entire program is developed in collaboration with the appropriate on-campus academic division, the Outreach Division, and the cooperating institution. Course schedules are designed to adhere to academic policy while responding to the students needs. Courses are offered in intensive week-end format, alternate Saturdays, late evenings, or a combination of the above. On-site coordinators hired and paid by the Outreach Division, perform administrative, recruitment, and communications functions. Faculty are selected by the Outreach Division, with the approval of the academic divisions, for their combination of academic credentials, adult teaching background, and practioner experience. Students in outreach programs, have advisors and other support services such as financial aid, registrar, and library facilities. Quality in outreach programs is maintained through regular frequent student evaluation of faculty; class visitation by outreach administrators; monitoring by site coordinators, institutional representatives, and students' advisors; and, most important, by a conscious effort to empower students to be active participants in the development and implementation of the program.

Two CCDA programs in Human Services with a specialization in management are described here. One is in conjunction with Action for Boston Community Development (ABCD, the largest human services agency in New England). The students are largely employed in the fields of early childhood education and human services with titles such as Head Teacher, Family Service Supervisor, and Program Director. The other program is in conjunction with Cape Cod Hospital. The students are health care providers, nurses, social workers, technicians, counsellors, and department managers. Both groups have high levels of professional commitment and responsibilities, but neither the credentials nor the managerial training often required by their professional positions.

Many of the students in both sites are in career transition. They enter the program seeking an opportunity to improve or change their professional options.

The program of study for both sites is similar, the focus of one is Human Services management, while the other is Health Services administration. Both programs start with a central core of two required courses, Human Services Seminar Parts I and II and a two-semester field-based practicum. Selected graduate courses in their specialized fields comprise the remainder of the programs, thus combining experiential learning, career development, professional training, and liberal arts study.

Human Services Seminar Part I orients students to the program by assisting them in the preparation of their individualized learning plans and Life Experiece Petitions. Students learn to assess their skills and goals and to explore compatible career options. Written and oral communications, and research skills are addressed, using as content, materials on management in the respective areas - human services and health care.

Human Services Seminar Part II allows students to develop a conceptual framework for making professional decisions in their field. It is an applied liberal arts course, which combines sociology, ethics, and philosophy to define and examine human services delivery systems, social problems, and selected methods of intervention.

The practicum provides an opportunity for experiential learning through a field-based assignment in a new role combined with a professional development seminar. Students may choose to complete their practicum in their own work site or at another institution of their choosing, under the direction of an approved on-site work supervisor and Lesley College faculty member. Many students complete their practicum in sites selected as part of their career exploration process in Human Services Seminar Part I. In addition, while the students are involved in the practicum, they have the resources, systems knowledge and intervention techniques acquired from Human Services Seminar Part II and the specialized courses provided in their programs of study. Thus, in content, in practice and in academic structure the program provides quality education as defined previously. That is, the combination of experiential learning, career and skills development and liberal arts studies collectively and individually impact the students in such a way that it makes a positive difference in their choices, goals and actions.

For example, toward the end of her program, one family service supervisor at ABCD decided to continue her education towards a masters degree despite the fact that she had entered the bachelor's degree program with doubts about her ability to complete the undergraduate courses. Additionally, this student decided, as a part of her career research presentation in Human Services Seminar Part I, to change career fields. The completion of the bachelor's and master's degree are but one more step for this student towards her goal of a career in human resources management.

Another student, an administrative secretary for a Headstart office, became aware of the position of compliance officer with the State Department of Education through the informational interviews and study she completed in an early part of her program. As a result of this exposure, this student negotiated her practicum with the Executive Director of a local Headstart office so she could receive training in the evaluation of employee performance review models. This student expects to use this knowledge in her further pursuit of a career as a compliance officer or other parent advocate role.

In the health care program at Cape Cod many students sought the acquisition of theoretical knowledge to enhance their practical expertise.

Many of the social, ethical and philosophical issues that surround the medical profession today were addressed in Human Service Seminar Part II, in the specialized management courses, and in the seminar portion of the practicum. Students discussed the legal and moral options for suspected child abuse cases, debated the rights and services of the terminally ill, met with Monica Dickens, founder of the Good Samaritans, to become more familiar with the concerns of those working with suicidal personalities. In their practicum placements many students chose sites which allowed them to apply this theoretical background as interns in such positions as assistants to managers, directors and administrators.

For example, one student, a staff educator for the hospital, determined within the context of her coursework, research and practicum that she had the resources to develop, implement, and market an innovative health provider agency. This student, in association with a colleague, has begun planning for this enterprise while finishing her degree requirements.

Another student, an alcoholism counselor, investigated the regional facilities for services to alcoholics and their families. In addition to satisfying her course requirements, this investigative research provided the student with the network through which she developed consulting clients. Although satisfied with her current career path, this student plans to complete her professional credentials with postgraduate and doctoral studies in the future.

These examples of student activities and life choices are included to illustrate some of the ways in which the CCDA program, the Outreach Division, and the collaborating agencies and institutions have positively impacted the intellectual and personal development of its adult students. This development empowers students to be proactive, to take control of th personal and professional aspects of their lives, and to proceed out into the world as informed risk takers and socially responsible participants in the workforce.

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PERSISTENCE OF NON-TRADITIONAL UNDERGRADUATE STUDENTS:

FACTORS AND STRATEGIES

Mary Ann Brenden

Introduction and Purpose

As a result of declining enrollment during recent years, United States colleges have scrutinized their recruitment and admissions procedures. New strategies aimed at sustaining or increasing enrollment have been designed and implemented and colleges are awaiting the results. Recruitment of students is but one piece of the picture: once students are recruited and admitted, they must be retained.

The challenge of effectively educating (recruiting and retaining) adult learners must become, by necessity, a top priority for higher education institutions during this decade and into the future. In 1978, 37.5% of total national undergraduate college enrollment was made up of adults (25 years and older). It is projected that in 1990, 47% will be adults (Haponski, 1983). Women will continue to gain proportionately greater access to higher education. Colleges whose mission is to educate women, either exclusively or concurrently with men, face a greater responsibility to equip adult women with the competencies necessary for productive and satisfying enterprise in their personal as well as professional lives. Higher education institutions will need to extend their efforts in order to competitively recruit adult women and to retain them as degree-seeking learners.

The College of St. Catherine, a private women's college in St. Paul, Minnesota began its Weekend College program in 1979. The program was developed as a result of the College's recognition that today's women are increasingly educationally and career-oriented. Weekend College offers students the opportunity to earn a college degree by attending classes every other weekend. Students ranging from 19 to 63 years of age attend Weekend College with the median age being 34 years. Time since students' previous involvement in formal education ranges from less than one year to 41 years with the median of five years leave from school. Twenty percent (20%) of the students have had no previous college experience. Although students can earn a B.A. degree in four years through Weekend College, most students attend on a part-time basis taking one or two courses per trimester.

This research examines comparative profiles of persisters and non-persisters in Weekend College at the College of St. Catherine in order to

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generate data which will enable Weekend College to maximize its student retention by increasing the rate of student persistence.

Traditionally, persistence has been defined as completion of the baccalaureate degree within a four year period of time. Because the norm in Weekend College is part-time attendance and because the lifestyle of adult students (family, job, financial responsibilities, etc.) sometimes necessitates a temporary leave of absence, an alternative definition of persistence is warranted. Therefore, for the purposes of this study, persistence shall be defined as continuing registration for and completion of courses in the pursuit of a baccalaureate degree. Registration need not be full time and temporary leaves of absence may occur as long as the student returns and continues work towards the degree. Non-persistence occurs when a student withdraws thereby discontinuing work towards the degree.

Objectives and Method

This study identifies differential characteristics of students who persist and those who do not. Data was collected from student admission files and student transcripts. Specific objectives are as follows: 1) To identify demographic and academic profile data of Weekend College students who persist and those who do not including age, high school performance, previous college, G.P.A., and leave taking patterns. 2) To assess whether significant differences exist between the informational profiles of persisters and non-persisters.

In order to establish informational profiles for comparison purposes, the Weekend College student population was divided into two categories: persisters and non-persisters. The category of persisters includes a) students who have taken one or more leaves of absence who returned and graduated or are continuing to attend and b) students who without taking a leave have graduated or are continuing to attend. The category of non-persisters includes students who have withdrawn from Weekend College with or without a leave of absence(s) prior to withdrawal. Samples for the categories were formulated through a random selection process. The overall random sample consisted of 297 students: 165 "persisters" and 132 "non-persisters".

Findings

Because the random sample was selected through a process which controlled for and insured the adequate representation of all sub-categories, it must be remembered that the data reported are useful fof comparison of persisters and non-persisters in relation to the studied variables (age, high school performance, G.P.A., leave of absence history, etc.). Hence, the reported data are not descriptive of the Weekend College population as a whole, but rather of differences and similarities between the persisters and non-persisters in Weekend College and persistence rates quoted are strictly relative in nature.

The age distribution of the sample was as follows: 7% were 18-24 years of age, 51% were 25-35 years of age, 27% were 36-45 years of age and 15% were 46 years of age or older. Relative rate of persistence was the highest for those aged 36-45 years at 61%. Students 46 years and over persisted at a relative average rate of 58% while the 18-24 year old group persisted at 55% and the 25-35 year old group persisted at 52%.

As is typical when working with non-traditionally-aged college students, high school performance data was not consistently available for students in the sample. PSAT and ACT scores were unavailable to the extent that data analysis is not meaningful. Percentile of high school rank was available for 59% of the students. About one-quarter of the students fell under the 50%ile of their high school class. Another one-quarter was in the 50-70%ile range, 28% were in the 71-90%ile and 21% were within the 90-100%ile. Relative rate of persistence improved as class rank percentile increased: students below the 50%ile averaged a 43% rate of persistence, students in the 51-70%ile a 47% rate, students in the 71-90%ile a 57% rate and students above the 90%ile a 64% persistence rate.

Twenty-one percent (21%) of the sample had not attended another college previous to the College of St. Catherine. Forty-two percent (42%) had attended one other college previous to the College of St. Catherine, 26% had attended two colleges and 11% attended 3 or 4 colleges previously. Relative rate of persistence increased as the number of previous colleges attended increased. Students who had not attended another college previously persisted at the relative rate of 37%; students with 1 previous college at the rate of 54%; students with 2 previous colleges at the rate of 65%; students with 3 previous colleges at the rate of 70%; and students with 4 previous colleges at the rate of 89%. It is likely that this reflects the increase in momentum experienced as students accrue credits and approach completion of their program.

Of those students reporting attendance at another college(s) previous to Weekend College, 33% had transferred between 1 and 5 courses to the College of St. Catherine Weekend College, 15% transferred 6-10 courses, 21% transferred 11-15 courses, 20% transferred 16-20 courses, and 11% transferred 21 or more courses. As the number of courses transferred increased, the relative rate of persistence also increased: students transferring 1-5 courses averaged a persistence rate of 45%; students with 6-10 courses a rate of 58%; students with 11-15 courses a rate of 70%; students with 16-20 courses 74%; and students with 21 or more courses, 78%. Again, it appears that the further along a student is in her college career, the more likely she is to persist.

The Table below identifies the distribution of current cumulative G.P.A. for students of the sample and the relative rate of persistence for each G.P.A. increment.

Current Cumulative G.P.A.	Percent of Sample	Relative Persistence Rate (%)
1.5 - 1.99	2	20
2.0 - 2.49	14	37
2.5 - 2.99	31	66
3.0 - 3.49	34	67
3.5 - 4.00	19	64

These data indicate that the likelihood of persistence improves dramatically for students with a G.P.A. 2.5 and above. Thus, current cumulative G.P.A. appears to hold predictive ability for persistence of Weekend College students

Sixty-two percent (62%) of the students had never taken a leave of absence. Twenty-nine(29%) of the students took 1 leave, 8% took 2 leaves and 1% took 3 or 4 leaves. It is interesting to note that, of all students taking leaves, 76% took only one. On the average, a leave of absence lasts 1.9 trimesters. Persisters and non-persisters did not differ significantly as to when leaves were taken nor in the average length of leaves. Students who had not taken a leave of absence persisted at the relative rate of 60% while students taking one leave persisted at the relative rate of 42%, and those taking 2, 3, or 4 leaves had a relative persistence rate of 67%. As noted above, of all students taking leaves of absence, 76% took only one. It is this group, those taking only one leave of absence, which has the poorest relative retention rate - 42%. It appears likely that a leave of absence for these students is more likely to lead to eventual withdrawal from college. Furthermore, it seems that once a student returns from a leave of absence and decides at some point that they need to take another, they are more likely to return and persist, for it is this student which demonstrates the best relative rate of persistence.

The reason why a student takes a leave of absence is not consistently recorded in the student's record. Approximately one-half of the students who had taken one or more leaves of absence, had a reason noted on their record. "Financial reasons", cited for 11% of the leaves, was the most commonly recorded reason. "Job responsibilities" accounted for another 9.2% of the leaves. "Health/medical" (3%), "family responsibilities" (3%), "maternity" (3%), "moving" (2%), "travel" (2%), and "attend another college" (1%) were also cited.

Conclusions and Implications

Both demographics and current trends in higher education indicate the increasing challenge faced by institutions of higher learning to provide educational programs which equip non-traditionally-aged college students who are women with competencies needed for effective functioning in today's and tomorrow's complex world. In order to provide women the opportunity to develop these competencies, colleges and universities must not only attract women to their programs, they must retain them as degree-seeking learners who eventually graduate. This need is especially crucial for the College of St. Catherine in light of its service to non-traditionally-aged college students who are women.

The College of St. Catherine has some attributes which research literature indicates typically exert a positive impact upon student retention/persistence such as a relatively small enrollment (Astin & Kent, 1983), private auspices (Bynum & Thompson, 1983), and a liberal arts emphasis (Daubman & Johnson, 1982). These are attributes which the College can and should emphasize to its public in order to continually strengthen its image in attracting and retaining students. In addition, the College must address the following areas:

* A data management system is needed which effectively enables Weekend College to track students. This system must enable the early identification

of potential non-persisters. The data management system should provide ready access to the constellation of current enrollment early in each trimester: new students, continuing students, students returning from leave, students taking leave of absence, and students withdrawing from Weekend College. The data management system must also comprehensively track the reason(s) for withdrawal and leave.

* College personnel (faculty and staff) must become more involved in the student's decision to withdraw or take a leave of absence. Recent experience at the College in the area of admissions has demonstrated the importance of personal contact from college faculty and staff with prospective students. This same personalized communication is essential with current students if they are to be retained. Efforts should be focused on identifying the reasons underlying the student's decision to take a leave or withdraw and rendering support to them in carrying out their decision. It is far more likely that students taking leave will return if a channel of communication is maintained between student and college.

* Weekend College must develop a comprehensive retention plan which enables it to support and encourage student persistence. This plan should address the following: 1) Identification of students who may be prone to leave/withdrawal. Ongoing contact and planning should occur with students who are: undecided regarding their major, below the 50%ile of their high school class rank, have current cumulative G.P.A. below 2.5, or taking their first leave of absence. 2) Design and provision of support services which prevent the necessity of leaves or withdrawal and reduce the length of leaves. 3) Development of options students may select as alternatives to a leave of absence or withdrawal (perhaps independent study, correspondence courses, contract learning, etc.). 4) Continuation of ongoing contact and provision of support services to students while they are on leave. 5) Services which facilitate a student's re-entry from leave.

* Weekend College must continue to expand and improve opportunities for students to maximize their social and academic integration into both Weekend College and the College of St. Catherine at large. Tinto's Model (and research validations of it) and the profile data of persisters attest to the importance of social and academic integration: the greater the student's level of social and academic integration, the more likely she is to persist. Social and academic integration of students can be nurtured by: opportunities for informal, out-of-class faculty-student interaction; opportunities for peer interaction custom-designed for Weekend College students' needs; a strong student-centered academic advising program which encourages faculty-student contact and student interaction; and easy accessibility to College services.

In conclusion, it is important that higher education administrators, faculty and staff begin to perceive student persistence and retention as long-term phenomena especially in regard to non-traditionally-aged students. Temporary leaves of absence are a necessity for many adult students who have major commitments in other areas of their lives such as family, employment, and community affairs. An orientation toward life-long learning engenders an acceptance of occasional leaves of absence as part of the process. Colleges must remain flexible by making it comfortable for students to leave and re-enter as necessary, and by creating supportive services to facilitate students' re-entry. Student persistence and retention go hand in hand. It must be remembered that a college's primary "hold power" rests in the student's identification with the college. The student who chooses her college because of its clear image, values and program is the most likely to persist and, therefore, to be retained (Cope & Hannah, 1975).

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MULTI-CULTURAL STUDENT AFFAIRS: CREATING AND MAINTAINING A POSITIVE SELF AND CORPORATE IMAGE

Keith O. Hilton

Introduction

When I began researching and documenting the essential components of Multi-Cultural Student Affairs, I conferred with several other educators who shared my opinion that certain terms are not quite applicable for a growing portion of the nation's population. The most glaring deficient term used was "minority." On the surface it seemed accurate, but challenges were offered.

We immediately noticed excess baggage/negative connotations that came with the word "minority" (ie., less than, losing side) that hendered a complete development of students of color in the United States. With this in mind, I replaced "minority" with the term and concept of multi-cultural and multi-cultural student affairs, which implies a positive mastering of more than one culture, thereby overcoming perceived potential barriers. This was a necessary step 1.

Paper Content

1. This paper will list several suggestions and programs that will enhance the primary stated goal. Four corporate aspects will be addressed.

2. Management-By-Objectives (MBO) has been designated as the procedural means of achieving the specific goals of Multi-Cultural Student Affairs (MCSA). MBO's are further divided into the categories of: routine, problem solving and innovative.

3. Chickering's Student Development model is cited for advancing holistic student development.

4. The methodology (MBO procedure) combined with the cultural theme (African & Asian dominated) will run consistently throughout.

5. The skills learned, the belief in holistic education and the vehicle for implementing these and other objectives can and will be transferred across and up the levels of administration and management. Thus, Multi-Cultural Student Affairs personnel will remain current in methodology, cultural awareness and marketability.

Purpose of Office

The Multi-Cultural Student Affairs Office coordinates non-academic services for multi-cultural (minority) students. MCSA goes under various names at different institutions (ie., Minority Office, Asian Center, Third World Center, Hispanic Student Affairs). This paper houses these and other cultural offices under MCSA, which is umbrellaed under the larger division of Student Affairs.

MCSA Personnel

The primary staff consist of those administrators directly responsible for coordinating programs, policies and services delivered from the office. Additional support has consistently come from other (multi-Cultural) professionals who are equally interested in serving as mentors, advisors and friends.

Administators as MCSA Foundation

MCSA is a valid and practical concept that can also move with the administrators because they control the structural foundation. They are the foundation and can remain effective provided they remain linked to their larger eco-cultural base.

To immediately comprehend the concept, one needs to recognize the relationship of individuals to institutions. For example, George Mason University is an institution. George Mason, the person, was an individual. The position of president of the United States is an institution/institutional structure. Ronald Reagan, the individual, is President. People/Homo Sapiens/Humanity is an institution. Each of us is a part of that institution.

As one can see, an institution hovers around or above an individual and can be non-human or motionless until it has individual participation or interpretation.

As mc professionals we represent human/quantitative movement through our educations and positions but unless our departments, programs or positions are permanently structured into the institution, they/we run a very real risk of becoming depoweratized, isolated or stagnated. Ways of reversing this and advancing qualitative movement begin to be addressed through these four corporate aspects.

1. Cultural Reaffirmation

Multi-Cultural administrators need to advance the message that "multi-cultural" is also "mainstream" with; a) their particular institutions and b) throughout the country.

There are subliminal and surface stopper statements. These statements are closely related to overt and covert racism except that the perpetrators are more often non-european (white). African and Asian cultural based groups are already "mainstream." They/We cannot step outside of ourselves. On the surface and in terms of numbers, it appears that African and Asian communities are American subcultures. The reality is that in pluralistic societies and decentralized organizations, each component of the larger institution is functional and valid, therefore, "mainstream" only continues to imply "greater thans." It is partially the responsibility of the MCSA Dean (and staff) to negotiate the bridging of goods, services, reputation, etc. of department/community.

Samples of CR MBO's (Stated Objectives)

1. Join educational/cultural professional support associations.
2. Openly address internal "family" disputes within MCSA.
3. Develop effective MCSA staff recruitment tools.

2. Organizational Structure

The goal and mission of the office needs to; a) complement the university's and b) reflect consistently and overtly the cultural value systems that MCSA staff and students bring. If and when these two institutions conflict, it is the responsibility of the MCSA Dean and the appropriate principal administrator to work through and connect.

Put another way, it means that multi-cultural concepts of power and self need to be incorporated into the eurocentric dominated educational system. This connection needs to occur nationally and on individual campuses.

This fusion has occured somewhat, but imbalanced, via individual movements in education and through smaller "non-traditional" (another stopper statement) departments such as TRIO, HEOP and EOF.

The most successful inter/national attempt to incorporate a multi-cultural perspective into the American higher education system can be found in the historically Black college system. But in recent years, this important institution has come under steady attack.

Although this paper concentrates on Student Affairs and MCSA specifically, it has to be noted again that the dominant world eco-cultural base that mc administrators interface with are African, Asiatic-African and Asian, therefore, the connectiveness that they/we need can also be researched by observing individuals and departments within these (Black Colleges) and other multi-cultural institutions of higher education.

In order for the Multi-Cultural Student Affairs Office to operate smoothly, short term and long range goals need to be clearly defined. Staff goals are defined and approved by the Dean at the beginning of the academic year and evaluated semesterly. Management-By-Objectives (MBO) has been designated as the procedural means of achieving office goals.

A preliminary identification of direct peer, administrative and student contact groups to MCSA are as follows:

1. MCSA Staff
2. Other Student Affairs Personnel
3. University Multi-Cultural Students
4. University Non-Multi-Cultural Students
5. Other University Administrators
6. University Faculty
7. Families of Multi-Cultural Students
8. Professional Networking Groups

Samples of OS MBO's

1. Bi-monthly staff meetings to review Chickering's seven vectors.
2. MCSA Dean to meet regularly with appropriate university Principal Administrators.
3. Student staff will be taught a modified MBO procedure.

3. Financial Management

The bulk of the office finances should come from the university as institutional support is paramount. The MCSA Dean serves as chief budget manager. Sample financial management MBO's are covered in the following paragraph.

Certainly creative financing/budgeting can be accomplished via projects such as; a) joint programs with other departments, b) actively seeking outside funding sources and c) consulting/getting ideas from colleagues in similar MCSA offices. However, the crucial, but most ofter neglected, financial element of MCSA which I choose to highlight focuses on the individual rather than the office, therefore, I highly recommend that the MCSA office conduct an annual personal financial planning workshop.

The following ten financial questions (plus others) should be asked and then answered if "...a positive self and corporate image" is to be achieved:

1. Are you (the administrator) utilizing your institution's tuition remission program?

2. When was the last time you checked/reviewed your fringe benefits plan in your staff personnel handbook?
3. Are you insured? Term or whole life?
4. Are you eligible for college salary reduction plan?
5. Do you have an IRA? What is an IRA?
6. What is the condition of your finanical portfolio?
7. What kind of investments do you have?
8. Are you aware of advantages of stock and bond mutual funds?
9. Do you know the difference between a money market fund and a bank mm account?
10. What does ethical investing mean?

4. Racism vs. Cultural Expansion

Racism (Negative)-As a MCSA administrator, you run the risk of being labled an expert on only "minority" issues. Your managerial skills are downplayed and your interpersonal skills are perceptived as being limited.

Cultural Expansion (Positive)-You are really strengthening your eco-cultural powerbase locally, regionally and globally. In addition, you are learning to take the best from your rich culture and of those around you (Afro/Asian/European) and function as a well-rounded administrator and human being.

Conclusion

It should be noted that these programs/ideas are not meant to be all inclusive, but rather to serve as foundations. The harmonious meshing of the four corporate aspects, Chickering's Student Development model and the aforementioned contact groups via the MBO procedure will serve as indicators of productivity.

MULTI-CULTURAL STUDENT AFFAIRS

PRESENTER: Keith O. Hilton
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**Presented Tuesday, July 2, 1985 at George Mason University's Third Annual Non-Traditional/Interdisciplinary Conference - Arlington Hyatt Hotel.

A DIFFERENT VIEW OF ADULT CAREER EDUCATION

Nancy C. Joerres

In Montpelier, Vermont there exists an unusual, non-traditional institution of higher education called Woodbury Associates School of Legal and Continuing Education. It is certified by the Vermont Department of Education and accredited by the New England Association of Schools and Colleges.

The mission of Woodbury Associates is to provide a supportive environment for adult students, staff and faculty to develop new skills through intensive learning experiences combining theory and practice. We recognize the uniqueness of the individual learner, and believe that people can make significant changes in their lives to meet the challenges of personal growth, community involvement, and rewarding work. We strive to have both our students and faculty reflect a sense of community involvement and positive social change.

We believe that for educational programs to be successful, the institution must be committed to assisting the whole student and must recognize the uniqueness of the individual learner. Woodbury believes that people learn best in an atmosphere of acceptance, support and trust; that people develop a heightened sense of self-awareness and an awareness of the world around them in a relationship characterized by positive regard. Within this atmosphere people engage in significant risk-taking behavior that is demanded by experiential learning.

Our goals and objectives for our specialized career education are:

- to provide skill training in professional and paraprofessional fields that focus on human interaction, i.e. counseling, human services, mediation, and legal services;
- to provide a learning experience rich in personal growth and personal satisfaction;
- to offer specific curricula which provide for student mastery of skills and competencies with development of knowledge and understanding;
- to provide practical opportunities for experiential learning to try new skills;
- to provide a supportive environment which recognizes that individual personal growth and academic skill development create a dynamic tension for students;
- to provide students with learning experiences that result in professional expertise and recognition;
- to develop internship and job opportunities.

Nancy Joerres, Vice President
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What makes Woodbury unusual is the blending of our mission, philosophy, and model of education with the unique combination of one-year programs offered to students. The programs — Paralegal Studies, Counseling/Human Relations, and Mediation — offer three different approaches to problem-solving. They provide students with intensive learning opportunities, combining academic and practical experience. The curricula are interrelated — each focusing on a different aspect of human services, yet requiring the development of many common skills. Although students select one program focus that fits their individual career or personal goals, they have the opportunity to experience all three approaches within their year at Woodbury. In this way they broaden their exposure to different methods of analysis, problem-solving techniques, and styles of communication.

These one-year programs have the common goal of offering students the opportunity to gain skills and competencies that are useful in their personal and professional lives, and which are becoming essential in our society today. Some of these are skills in advocacy, communication, problem-solving, conflict resolution methods, demystification of the legal system, and self-awareness. The development of these "life skills" provides students with the opportunity to meet the challenges of personal growth, community involvement, and rewarding work.

Who Are Our Students?

Woodbury seeks to reach adults who are interested in making significant career and personal changes. We look for well-motivated people who possess basic writing skills and the willingness and ability to learn and to take responsibility for the direction of their own education.

In addition to conventional approaches, we recruit students through non-traditional outreach efforts such as community agencies, professional contacts, unemployment agencies, social welfare agencies, and local community referrals.

Woodbury students are adults in transition who have postponed their education or are seeking new careers or ways to re-enter the job market. They are often single parents, unemployed, underemployed, or dissatisfied with their present work situation. Most are Vermonters. Some have G.E.D.'s or high school diplomas; others come with Bachelor's and Master's degrees (and one Ph.D.) with the majority having some prior college experience.

Woodbury students come with a desire to learn, to change, to grow, and often with an anxiety about returning to "school". Woodbury has created an environment where people can feel comfortable returning to school - we are housed in an eighty-year-old farmhouse located about two miles from the capitol district in Montpelier. Students enter the building (and the programs) through the kitchen which also serves as the main gathering place for both students and staff. Together they become a group which supports and encourages its members without competitiveness.

Overview of the Programs

Each of the four terms begins with a week of orientation for new students. During this time students become part of a group who together will share the experience of their education, supporting each other along the way.

In the first term, students generally take three or four courses. In the second term, students are expected to take on an internship in addition to coursework. This continues until the end of their program. The internship provides valuable experience and integration of theory and practice, and often leads to employment.

During their final term, in addition to coursework and internships, students clarify their goals, prepare resumes, and work on their Final Studies. The Final Study demonstrates the ability to write well, integrates academic learning and personal growth, and reflects the student's personal progress through the year at Woodbury.

Paralegal Program

The Paralegal curriculum is designed for people who are interested in developing skills for new careers in the legal field or are planning to "read law" to qualify for the Vermont Bar Examination or wish to acquire legal problem-solving skills.

We have defined several areas of study which facilitate the development of competent, professional legal workers. A paralegal should be able to do legal research and writing and possess interviewing, investigation, and advocacy skills. Through acquisition of these skills, a student is able to demystify the law, to approach problem-solving with legal tools, and to develop an awareness of the context in which the legal system operates.

To successfully complete the program, a student must demonstrate the following:

- a basic understanding of the legal system and the practice of law;
- the ability to do legal research;
- the ability to write well;
- the ability to interview people in different settings;
- the ability to investigate factual situations; and
- the ability to advocate on behalf of him/herself and others.

During the first term through courses such as Legal Research & Writing and Introduction to the American Legal System, students gain an overview of the legal system and learn the rudimentary skills necessary to "find the law" when confronted with unknown issues of law. Paralegal students take additional courses from the Paralegal curriculum and the other curricula, based on their personal and professional goals.

One of the strengths of the Paralegal Program curriculum is the emphasis on foundational skills in legal analysis, research, and writing

— skills essential to understanding the law. With this foundation, students are able to learn and understand new areas of law as they progress through classes and internships and subsequent employment. Woodbury does not train specialized paralegals but rather trains its students as generalists through a wide spectrum of courses, including offerings in the Counseling/Human Relations and Mediation Programs.

Graduates of our Paralegal Program have pursued careers as paralegals in both private law firms and public agencies. Woodbury graduates work as assistant attorney generals, court clerks, civil rights investigators, investigators for the Public Defender System, and as advocates at Vermont Legal Aid. Other Woodbury graduates have worked as lobbyist for the Vermont Low Income Advocacy Council, executive director of the Vermont American Civil Liberties Union (ACLU), executive director of the Governor's Commission on the Status of Women, and as a district environmental coordinator.

A number of paralegal graduates have gone on to law school or have "read law" — a four-year commitment to study law under the sponsorship of an attorney — and are pursuing careers as attorneys. Thus far, ten graduates have passed the Vermont Bar, eight through the "reading law" process. Approximately six others have passed the Bar in other states.

Counseling/Human Relations Program

This curriculum is designed for people interested in the human services field. For some students, it serves as specific professional training; for others, it is a stimulus to pursue further education. It can be a catalyst for career advancement or provide a framework for making career choices. For some, it will be the training needed to enter the human services workforce.

To successfully complete the program, students must demonstrate the following:

- an understanding of the human services network and how to use it;
- an awareness of their own values and motivations;
- the ability to effectively communicate with individuals;
- a theoretical understanding of basic counseling skills;
- the ability to function successfully in a professional setting;
- the ability to write well and keep appropriate records.

Counseling students are expected to participate in the Counseling Practicum each term. This course introduces them to the fundamental elements of a helping relationship, develops and builds counseling skills, and provides practical personal experience for the students. Students usually take two other counseling courses each term, and in addition may take a legal or mediation course. They may also do independent studies with a field supervisor. Second and third term students, under the supervision of the Program Director, serve as peer counselors for other Woodbury students.

A strength of the Counseling/Human Relations Program is that students gain practical experience in counseling skills in a one-year program. They begin this process in their first term at Woodbury in the Counseling Practicum and continue it in other courses, in their internships, and through peer counseling.

The practicum is offered each term, thus assuring students the opportunity to continue developing effective listening and counseling skills with supervision and feedback. In addition, since there are always first term, second term, and graduating students in the course, students are able to draw upon each other's experience and newer students learn from the modeling of more experienced students.

Other courses in the curriculum are designed to assist students in their understanding of human behavior and relationships in terms of one-to-one interactions, family, groups, and society. Each course draws upon the student's life experience and encourages self-exploration and growth. The courses are designed as starting points for students in their professional development, incorporating theory with practice.

A special requirement for counseling students is that they engage in personal growth experiences while enrolled in the program. These may include individual counseling, participation in a group, attending outside workshops, keeping a journal, or conducting a workshop.

Graduates of our Counseling/Human Relations Program have used their training to pursue careers in the human services field or continue their education toward becoming professionals in the field. Woodbury graduates work as counselors in a Youth Service Bureau, county mental health facilities, Planned Parenthood, and with vocational rehabilitation programs.

Mediation Program

This curriculum is designed for people interested in developing skills as mediators and negotiators in a variety of community, social, and work settings. Through the acquisition of these skills, students are able to assist people to regain the power to make their own decisions and learn problem-solving skills that will positively affect the whole community.

To successfully complete the program, a student must demonstrate the following:

- effective listening and communication skills;
- the ability to identify interests of conflicting parties;
- the use of a variety of problem-solving techniques;
- the ability to write well and keep appropriate records;
- a theoretical understanding of conflict and of alternative dispute resolution techniques and when to use them;
- a basic understanding of the legal system; and
- the ability to mediate different kinds of disputes in a variety of settings.

In addition to orientation, coursework, internships, and Final Studies, mediation students participate in the Mediation Seminar. The Seminar provides the opportunity to gain real experience as a mediator by working on supervised mediation cases in the Dispute Resolution Clinic. The Woodbury Associates Dispute Resolution Clinic provides mediation services to the local community. The design of the Dispute Resolution Clinic and the Mediation Seminar provides a practical in-house way for students to become familiar with the practice of mediation from start to finish. The Seminar provides an opportunity for discussion, sharing of experiences and professional learning, and feedback and analysis of case issues. Students also learn intake methods, recordkeeping, case reporting, and document writing.

One of the strengths of the Mediation Program is that many of the workshops attract practicing professionals from the human services and legal fields as well as regular Woodbury students. As the two groups learn mediation skills together, they also benefit from each others' experience. The practitioners share their expertise in their particular fields and the students demonstrate that formal educational backgrounds are not necessarily a prerequisite for becoming a good mediator.

Conclusion

Woodbury Associates School of Legal & Continuing Education offers three different, yet related programs - Paralegal Studies, Counseling/Human Relations, and Mediation. The programs work together to enrich and broaden the educational experiences of its students.

As students learn new skills and build on old ones, they assume more and more responsibility for their lives and choices they make, both personally and professionally. Our students are making significant changes in their lives to meet the challenges of personal growth, community involvement, and rewarding work. And, our graduates are creating professional roles for themselves that reflect their personal and social committments.

CAREER-RELATED WORK EXPERIENCES: A SUPPORT SERVICE FOR ADULT STUDENTS

Annabelle Reitman

Introduction:

Traditionally, field work coordinators have worked with a young adult student population; 18-21 years old. However, as the demographers have indicated, (and as you are probably experiencing), the student population is shifting to a more mature adult group who are coming to the campus seeking job related training and education to facilitate: 1) a career transition/change, 2) re-entry into the job market, 3) promotion/career mobility, etc. Educational goals of these students extend beyond the normal goals of the traditional educational system.

This older student population occurrence is due to volunteer and involuntary career change, returning women, early retirees, etc. and are in undergraduate, graduate, continuing education, and adult education programs.

Often, this population is not adequately served by field service coordinators due to the misunderstanding of adult student needs. However, education must provide students, irregardless of age, with opportunities to apply classroom learnings in a practical work situation, to learn up-dated job related skills, and to obtain the professional skills needed for success and to contribute in a complex organizational environment.

General Characteristics of Adult Students:

Basic characteristics of people who have returned to the campus include:

1. Having done some self-assessment/decision-making;
2. Reviewing their career goals/career direction;
3. Having control over the career change or in the process of managing own career; and
4. Having set their own options to determine their own future.

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There are two basic reasons for making a career change: Voluntary/Planned - Occurs when one is bored, dissatisfied, burnt-out, job plateaued, feels unfilled, experiencing the "empty nest" syndrome, and/or interests and needs have significantly changed. Involuntary/Unplanned - Caused by a) external economical factors, e.g. termination, job downgrade, organization relocation, or b) personal situation, e.g. outdated job skills, divorce/widowed, lack of a promotion, no job movement.

When an adult student returns or starts college, it is usually due to a planned change (although originally it can stem from an involuntary change).

Importance of a Career Related Work Experience to Adult Students:

Adult students seek a career related work experience for one or more of the following reasons:

1. May be still questioning career choice/decision;
2. To lessen stress, anxiety, concerns about future chosen career field;
3. May need to see how in actual practice, past paid/unpaid skills and experience are transferable;
4. To develop or strengthen self-confidence, to see oneself in new work role and environment,and/or to affirm new work identity; and/or
5. To Make a commitment to the chosen career.

Preparation of Adult Student Prior to Placement:

Prior to field work experience placement, a coordinator needs to review with a student, utilizing specific strategies, the following items:

1. A preliminary reassessment of career plans/career decisions. Strategies used include: self-assessment exercises, and identification of transferable career competencies, skills, values, etc.
2. An analysis of what the adult student wants from a field work experience. Strategies used include developing : an objective statement, a priority list of learning activities, a listing of work values, and a description of desired types of organizations.
3. An analysis of what the adult student has to offer employer. Strategies used include developing: a list of transferable skills and experience, specialized knowledge, personal strengths and assets

student wishes to use and sharpen.

4. To match the needs/priorities of student to employer needs/priorities. Strategies used include: the "balance scale" exercise and a comparison of student priority list with employer's field work experience description and qualifications.

5. Development of stress management skills. Strategies used include: assessment of student's stress/risk level, and suggestions of various coping strategies.

Assessment of Field Work Experience:

Assessment of the adult student's field work experience includes:

1. Academic assessment of the field work assignment.
   a. Accomplishment of learning objectives as established in learning contract developed after the placement is made but prior to student beginning work experience.
   b. Process of accomplishment - the ways in which learning objectives were achieved.
   c. Student's level of satisfaction/frustration in field work achievements.

2. Review of adult student's work performance/work environment.
   a. Level of professionalism in assigned responsibilities/projects.
   b. Adequacy level of training/supervision to accomplish work.
   c. Level of quality and quantity of accomplished projects/responsibilities.
   d. Level of student's commitment to new career/professional field.

Suggested assessment activities include:

1. A student's work/self evaluation report which highlights utilization of transferable skills and knowledge.

2. Portfolio of work samples produced and/or created while on assignment.

3. Supervisor's evaluation of student's work performance.

Field Work Coordinator's Attitudes/Biases/Approaches:

Field work coordinators who work with adult students need to be aware of the possibility of their own attitudes/biases which can affect their working relationship with this group of students. Age-bias attitudes can develop from the following relationships:

1. A young field work coordinator and an older student.

2. A male field work coordinator and a returning/re-entry female student.

3. A female field work coordinator and a retired military officer or successful executive male student.

A field work coordinator needs to be aware of own beliefs regarding appropriate behaviors for certain ages. He or she may have restrictive attitudes towards adult students, e.g. over a certain age is to old to learn or to adapt to new situations. Furthermore when working with adult students, a coordinator needs to realize that the uncomfortableness in the relationship may go both ways, e.g. an older student may be uneasy with an authority figure who is the age of one of their own children.

How does one establish an effective working relationship with an adult student? The following awarenesses can be helpful:

1. Acceptance of where an adult student is/being understanding and sensitive/acting as a "sounding board".

2. Remember these adult student characteristics. Depending on the background and experience of an adult student, they can be ashamed, reluctant or hesitant about seeking assistance. They can be used to being in command. They are used to making their own decisions.

3. A coordinator should be knowledgeable of adult development/adult career development.

4. Group counseling is usually more effective than an one-to-one session and the establishment of peer support groups is an excellent method for reduction of an adult student's stress and anxiety and to promote self-confidence and reassurance.

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USING PERSONAL COMPUTER TO EVALUATE INNOVATIVE EDUCATIONAL PROGRAMS

Ted Kastelic, Ph.D.

Innovative educational programs face unique problems when they are being evaluated. They usually have small budgets, are often located in departments outside the academic mainstream, and frequently have a need for fast access to evaluative data. Furthermore, non-traditional programs seldom find the evaluation models and procedures used in traditional programs to be applicable. For example, most program and course evaluations are handed to students on the last day of class. In a program where class attendance is optional, or where students are widely scattered, this approach is not practical. One solution to these problems is to implement an evaluation program using a personal computer. This paper will discuss some of the unique evaluative needs of innovative programs and will present the advantages of using a personal computer to meet those needs. The system requirements (both hardware and software) for evaluating programs will be outlined, and an example of using a personal computer to evaluate a nationwide external degree program will be given.

Innovative programs usually have limited budgets, and are likely to be a low priority within the institution. Thus, getting the research office to construct and analyze a questionnaire for your program may be difficult. If you happen to be in a small college without large research resources, you may be the only one available to evaluate your program.

Often the responsibility for evaluating innovative programs falls on the director of the program. With limited time and money, how can you gather the information you need to determine how well your programs works. How can you improve it? The personal computer now makes this task a relatively easy one, and within the grasp of most educators.

Advantages of the Personal Computer

There are several advantages to be gained by using a personal computer to help perform a program evaluation. Chief among these are: flexibility, timelines, and cost. With your own computer, you can perform whatever analyses you want, whenever you want them. Since the turnaround time is usually much faster than from a batch processed on a mainframe, you have the increased flexibility of being able to change and add to your analysis as you see

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fit. An additional advantage is that the costs are fixed. Once you pay for the computer, you can use it as much as you like without incurring additional costs. These advantages put the control of the program evaluation right into your office, where results can be used immediately to improve your programs. I will describe computer system requirements and a practical procedure for using a personal computer in your evaluation. I will not be describing techniques for constructing surveys or choosing samples. These topics are well treated in other areas, and those needing further help might consult with appropriate colleagues.

Equipment Requirements

A wide range of equipment can be used effectively for program evaluation. Minimum requirements are 64K of memory, the CP/M or MS/DOS operating system and either two disk drives or one disk drive and a hard disk. I would strongly recommend acquiring a system with at least 10M hard disk. The hard disk is larger (holds more data) and it is faster than a floppy disk drive. Such systems are available in prices ranging from $1,200 (floppy disk based) to $2,500 (hard disk). I have been using a Kaypro 10 for the past year, and find it to be an excellent tool for my evaluation needs. For less than $2,500 you get a computer with a 10 Mb hard disk and most of the software that you will need.

In addition to your computer, you will need software. The items I find essential are a data base, a statistical package, and a word processing program. As an option, I recommend a spreadsheet program.

The only other requirements are a printer and the appropriate supplies. A good quality dot-matrix printer is usually adequate. The other option is a letter-quality printer. The trade offs are that the dot-matrix printer is faster, somewhat cheaper, and more flexible when it comes to printing graphs and charts. The letter-quality printer (usually a daisy wheel) is slower, less flexible, but has nicer print. Recent advances in printer technology have reduced the differences between these types of printers, and some of the newer ink-jet printers are worth investigating.

Suggested Procedure

If you are unfamiliar with computers, it might help to find someone on your staff (or allot time for yourself) to learn the system. The first time you use your computer, you should count on spending alot of time learning how to get the programs to do what you want them to do. The learning curve is fairly steep, and the computer will soon start to pay rewards. My experience has been that the first time you do something with a computer, it takes considerably longer to accomplish than whatever previous method you used. I have also observed that the second time you do something with your computer will be a lot faster.

In the following sections I will describe how you can use each of the software packages to aid in evaluating your program. The first package you will need to learn to use is the database. You can think of a database as a file cabinet in which you can file virtually any information you want and then edit, recall and reorganize that information in any way you choose. For use in program evaluation, you need a database program that will hold all of your anticipated records, is relatively easy to use, allows you to add fields to existing records, and has the ability to create mailing labels, reports and text files.

Let me explain why these criteria are important. The first criteria is that the system be able to handle files of the size you forsee needing. This means that if you have 5,000 students enrolled in your program your system must be able to hold the entire group in one file. You can then use this file to select your sample and create a mailing list for sending out surveys. This should not be a problem for most database programs, although most have a maximum size for each record. Also, you want to be able to fit your entire list on one disk. This means that if you have over three or four hundred names, you probably need a hard disk. The second criteria - that the program be relatively easy to use - requires no further explanation. There does seem to be an inverse relationship between the power and complexity of a program, and its ease of use. The more it does, the harder it will be to get it to do anything. For purposes of an evaluation tool you do not need a complex program. One very useful feature is to be able to add fields to your records, and not all data base systems allow you to do this. If, after creating your records and entering all the data you thought you needed, you decide that it would really be important to include the students sex, you will want to be able to add this field without having to redo the entire file. The final criteria relates to the way that you can get data out of the data base. The first is mailing labels. Most programs can do this, but it is an option for some others. You will want to generate mailing labels to send out questionnaires for your evaluation, and you can use these and other names to generate mailing labels for course announcements and newsletters. Finally, you will want to generate some reports on your data (say a list of names of students arranged by city), and you should be able to use these files in your statistics program and your word processing program. This can usually be accomplished by converting files to Text or ASCII files. Make sure that your data base can do this.

Once you create your mailing labels, you will want to send out the surveys. If you want to send a personalized letter to each student, you want to make sure that your word processing system has "mailmerge" capabilities, that will allow you to use the names and addresses in your database. I find that a "Dear Special Student" letter works about as well, and saves a great deal of time in printing. A photocopying machine will copy your letters much faster than a printer will print them.

Statistical Programs

The one software package that does not come "bundled" with the Kaypro or any other computer, is a statistical analysis package. Again there are many to choose from, but they are difficult to find at a dealer. Furthermore, even if you know only a little about statistics, the chances are very good that you know more than the salesman at the computer store. The best bet for advice to look through computer magazines at your library for reviews of statistical packages such as done by Trotter (1985). I have included the names and company addresses of some programs in my reference section if you want to write for further information. It is even more difficult to get a reasonable description of the programs abilities. The purposes of a statistical program are that it do summary statistics (frequencis, percentages, mean, standard deviation), cross-tabulations (so that you can compare student ratings on a number of variables), correlations, t-tests, analysis of variance, and multiple regression. You will most likely be able to do 90% of your evaluation report by simply using the summary statistics and cross-tabulation tables. Figure 1 shows an example of a frequency distribution and crosstabulation table generated by the SL-Micro program used by the author.

FIGURE 1. A Graph Generated by SL-Micro

```
MILES       DISTANCE FROM SCHOOL

CATEGORY LABEL       CODE
0-20 MILES              1  |*****
     (19 = 9.4%)           |
21-50 MILES             2  |*****
     (22 = 10.8%)          |
51-100 MILES            3  |****
     (17 = 8.4%)           |
101-200 MILES           4  |*********
     (37 = 18.2%)          |
201-500 MILES           5  |****************
     (66 = 32.5%)          |
501-1000 MILES          6  |******
     (26 = 12.8%)          |
> 1,000 MILES           7  |****
     (16 = 7.9%)           |
                           |....:....|....:....|....:....|....:....|....:....|
                           0        20        40        60        80       100
                           ADJUSTED FREQUENCY (PERCENT)
```

Word Processing

The computer can also be used to write up your reports. Using a word processor on a personal computer is very similar to a dedicated word processor. The major determinant of how your final report will look will depend largely on the type of printer you have. A daisy wheel printer will look the most like a typewritten page, although many of the newer dot-matrix printers have a "correspondence mode" that produces very high quality print. Whether or not your printer is suitable for producing the final report will depend on the quality of its print, and who you expect to read the report. Even if you decide to have the report typed up, using a word processor to produce drafts can be a great time-saver. I have found that my dot-matrix printer produces print of adequate quality for most reports. It is especially valuable for creating graphs and charts that I can include in my report simply by copying them into my report. Thus I can include a table from the statistical analysis directly into my report without having to retype it. This saves a great deal of typing. Of course another advantage of using a personal computer is that you can use it for other activities when you are not doing an evaluation. Letters, newsletters, articles, memos and more can be written, stored, and printed using the same system.

Spreadsheet

Another useful tool to have with your computer is a spreadsheet. The first spreadsheet on the market was "VisiCalc", but more recent versions have surpassed that in features and ease of use. You can use a spreadsheet to generate enrollment reports and enrollment projections, and develop budgets. Once you develop a budget using a spreadsheet, you will never do without it. The advantage to using a spreadsheet is that it will add your numbers up accurately, and you can perform a "what if" analysis. That is, you can produce a budget based on a certain enrollment projection, and then change that projection and observe the effect on your budget - all at the touch of a button. As an administrative and planning tool, the spreadsheet is very valuable.

Summary

There are many advantages to using a personal computer in evaluating an innovative program. You can get timely results, the costs are modest and fixed, and you have complete control over the gathering, analysis, and reporting of the information. An additional bonus, is that the same capabilities (word processing, data base management, and spreadsheets) that make the computer useful for doing an evaluation can be used to simplify and increase the efficiency of the management and administration of the program.

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Statistical Packages

These packages all have CP/M and MS-DOS versions.

Packet	Cost	Company
Abstat	$395	Anderson-Bell P.O. Box 191 Canon City, CO 81212
Microstat	$400	Ecosoft, Inc. 6413 N. College Avenue Indiannapolis, IN 46220
NWA Statpac	$495	Northwest Analytical 520 N.W. Davis Street Portland, OR 97209
SL-Micro	$250	Questionnaire Service Company Box 23056 Lansing, MI 48909
Statpac	$400	Walonick Associates, Inc. 5624 Girard Avenue Minneapolis, MN 55419
Systat	$495	Systat, Inc. 603 Main Street Evanston, IL 60202

A CREATIVE PHILOSOPHY: THE ADULT CURRICULUM

Adele F. Seeff and Jean Eason

Before sharing our thoughts on non-traditional and interdisciplinary programs, we want to introduce to you the International University Consortium (IUC), an organization of North American colleges and universities collaborating in the design and use of unique and high-quality distance education materials. The IUC was launched in 1979 with support of the Carnegie Corporation, the University of Maryland University College and Maryland Public Television. The original impetus for Consortium efforts came from the phenomenal development in the 1970's of the British Open University, and the belief that some aspects of that institution were transferable to these shores.

The Open University, generously subsidized by the British government, established a national institution with a centralized administration, faculty, and telecommunications system. The BOU serves adult learners across the country through home study in collaboration with tutors and services located in decentralized learning centers. The richest resource of the institution is its academic faculty, employed expressly for curriculum development in a unique format. Each BOU course has involved an interdisciplinary team of scholar-teachers skilled in a "group-write" strategy of materials development, resulting in print and video or audio components of exceptional quality and substance.

Unlike the BOU model, the North American approach has been to preserve the autonomy of member institutions on such matters as the awarding of credit, the evaluation of student performance, the designation of degree programs, and faculty-student interactions. IUC's current members range from small liberal arts colleges to large public land-grant universities to special non-traditional institutions. Their commonality is the use of IUC course materials to serve students in a manner distinctive from the mainstream classroom-lecture approach.

IUC students, on the other hand, are not so very different from the British learners served by the Open University. They too are older than traditional-age students, are generally employed and/or occupied full-time in family roles. They did not fulfill their higher education goals at the traditional age and they now welcome a "second chance" to expand their knowledge in liberal studies subject matter as well as professional and technical fields. They are highly motivated and have developed a capacity to direct their own learning activities successfully. They seek programs from established institutions willing to provide them high-quality education on terms that are compatible with their career and family commitments.

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The distinguishing characteristic of the IUC effort is its creative philosophy regarding curriculum, a philosophy which has drawn from and elaborated upon the British model. In fact, many of the current IUC courses are adaptations of BOU offerings, although as resources permit we continue to enlarge the curriculum with original materials and adaptations of courses from other sources. Each course consists of high quality print materials - a student course guide which leads the student through the reading and the exercises much as a classroom lecture would do, and textbooks and supplementary readings and illustrative materials. Each course also has a telecommunications component, in most instances video "documentaries" which help the student integrate theory and real-world observations.

The substance of this curriculum reflects the heart of the BOU and IUC approaches: interdisciplinary, demanding of literacy, expecting inquiry and analysis, respecting the humanities and liberal studies as well as science and technology, integrated and value-relevant. These characteristics link us directly with the many recent reports and critical evaluations of the American undergraduate experience.

During the past year, numerous task forces and academic committees have addressed the issue of quality in education. Their conclusions are strikingly consistent: "Higher learning in America," says the Study Group chaired by Kenneth Mortimer, "should be broadened and deepened so as to provide increased opportunities for intellectual, cultural, and personal growth of all our citizens." Key recommendations urge that students take greater responsibility for their own learning, that liberal education requirements be expanded and reinvigorated, that curricular content be directly addressed not only to subject matter but also to the development of capacities of analysis, problem solving, communication, and synthesis, and that students and faculty integrate knowledge from various disciplines.

None of the exhortations for higher education to shift to a new curriculum approach has expressed these beliefs more articulately or cogently than the group which developed the Association of American Colleges' "Project on Redefining the Meaning and Purpose of the Baccalaureate Degree". Although that project was oriented to the traditional missions and faculties and students of liberal arts institutions and units, the recommendations are relevant also for non-traditional education. This new emphasis on quality must extend to the adult learner in non-traditional programs, since adults are now a substantial and growing proportion of all undergraduates and the curricula being designed for them reflect an organic energy and a creative dynamism in which all students can share.

The AAC report locates the current crisis in American higher education in "the decay in the college course of study and in the role of college faculties in creating and nurturing that decay." It deplores the weakening of the undergraduate degree, finding evidence for decline in illiterate college graduates and in the protean shape and content of current college curricula and, more particularly, in the nature, scope and goal of the undergraduate major.

In capsule, the diagnosis is that:

- The undergraduate curriculum is in disarray. It has been devalued by an overemphasis on contemporary issues and newness and by student demand.

- Faculty have contributed to this disarray by chronic inertia, by lack of commitment to teaching, by insufficient attention to the philosophical idea of the curriculum and almost obsessive attention to their own research.

- The shapers and creators of a revitalized imaginative curriculum must be the faculty. Faculty are urged to recommit themselves to the task of teaching; they are urged to prize and cherish their students and the activity of teaching as much as the pursuit of their own research.

- The curriculum needs to be redefined and integrated according to new basic principles. These principles, which should be understood as modes and processes of learning, cut across traditional disciplines, extend beyond the rigid confines of traditional departments and should, indeed, reach out into the community to cultural institutions, the professions, business and industry. A curriculum developed with these principles as a foundation would be interdisciplinary --"Real life is interdisciplinary," the report reminds us -- and might reject the major in favor of a concentration. All course material in a concentration would rest equally on methodology, inquiry and content; content would not dominate.

The report states categorically that a curriculum requires structure, a "framework sturdier than simply a major and general distribution requirements and more reliable than student interest." A minimum required program of study is proposed, consisting of the intellectual, aesthetic, and philosophic experiences that should enter into the lives of all men and women engaged in baccalaureate education. Such a curriculum would enable people "to live responsibly and joyfully, fulfilling their promise as individual humans and their obligations as democratic citizens."

The recommended program of study does not derive from a set of required subjects or particular content areas, nor does it derive from academic disciplines. Rather, the program depends on modes of study, methodologies, processes and access to understanding and judg-ment. (It goes without saying, of course, that learning cannot take place in a vacuum, but the "how" of a content area has been elevated to equal importance with the "what".) The ultimate emphasis falls, as we will see, on how to learn.

Basic to a coherent undergraduate education would be the following:

- Inquiry, abstract logical thinking, critical analysis

- Literacy: writing, reading, speaking, listening

- Understanding numerical data

- Historical consciousness

- Science

- Values

- Art

- International and multicultural experiences

- Study in depth

At least six of these criteria are reflected in the IUC curriculum. IUC has had to create and integrate a curriculum -- it did not inherit one -- and we have consciously striven to undergird this curriculum with an organizing philosophy. The principles of critical thought, literacy, an understanding of historical consciousness and of art, international and multicultural experiences, and study in depth have created an adult curriculum which, like life, is interdisciplinary.

IUC course texts and study guides are designed for students to use in a self-directed learning mode. The materials require a high degree of literacy and comfort with abstract thought. Because the course design assumes that the students may not see an instructor frequently, the texts have interweaving question and answer discussions which simulate a face-to-face tutorial. Students are constantly being urged toward inquiry and logical analysis.

The interdisciplinary nature of the courses and the presence of faculty from different disciplines on development teams ensures a wide spectrum of points of view. The student is not presented with a single answer nor a single perspective. Rather, the learner must critically examine the evidence and select a conclusion from among competing theoretical perspectives. Time is devoted to critical and comparative analysis of texts. One explicit goal is to teach the essential skills of reading, writing and logical thought.

The interdisciplinary organization of IUC course materials ensures that many courses will have an historical dimension. An understanding of change and continuity over time is an essential feature in a majority of the IUC courses. Interdisciplinarity also permits aesthetic study to be a component of courses that, in more traditional departments, would not include art history, art appreciation, and the integral relationship between a society and its expression in the art of its time. Interdisciplinarity promotes study in depth whatever the content area, because it allows comprehensive multi-perspective coverage of subjects.

Following the BOU model, IUC has no major. A major encourages ever-narrowing specialization. A concentration, however, because it consists of a selection of interdisciplinary courses in a broadly-defined field -- the humanities or the behavioral and social sciences, for instance -- promotes breadth and depth of study.

Because IUC has created a curriuculum from international sources, the shapers of this curriculum have had to address the issue of ethnocentric bias and culture transferability. Students are the beneficiaries of this cross-cultural concern. One new course adopts a multicultural perspective towards the literatures of French and English-speaking Canada, Afro-America, and Spanish-speaking Central America.

The entire IUC curriculum has a "Science-Technology-Society" framework. The goal is to broaden the adult student's awareness of the human values, social structures, and scientific concepts that an adult must have in order to make informed decisions and judgments as an individual, as a member of a community, and as a professional in a technological society. This speaks directly to the AAC principle on values.

The most challenging problem for the Consortium is to combine quality with an innovative approach to the design and delivery of its courses. Inter-institutional cooperation solves this problem. IUC, like the British Open University, produces curricular materials using the course team approach. Without faculty of its own, the Consortium has depended upon cooperation among institutions of higher education in the U.S. and Canada. Drawing on the best available faculty from different disciplines, the high quality found in the best departments of traditional colleges and universities can be combined with innovation of design and delivery. In this way, IUC has completed or is in the process of adapting 16 courses and developing 6 original courses.

Such a curriculum as has been described offers to faculty an opportunity for creative teaching through course development. The IUC course design process is unique in United States' higher education. In producing materials expressly suited to adult learners, it also stimulates new learning by the faculty members who are involved in the process. Scholars, whose training has been geared toward writing, teach the new adult student through the printed word. To create the quality and integration we seek requires transforming the traditional faculty role, altering the relationship between student and faculty member, and radically changing the relationship of faculty to the curriculum materials.

In summary, there are several significant ways in which the IUC enterprise goes to the heart of the recent reports, and they are equally significant:

- Faculty energies, talents and resources are used in completely new and creative ways.

- The integration of a curriculum takes place at a different level and in a different way because the curriculum is interdisciplinary.

- A major has been replaced by a concentration in an effort to promote breadth and comprehensiveness.

- Students are encouraged to take major responsibility for their own active learning experience, and to develop high standards for analytical thinking and communication.

In every way our proposals are an invitation to a greater respect for students, an enhanced responsibility for the quality of teaching, and a fundamental concern for the qualities of mind and character to be nurtured by a coherent education" (AAC report). A creative curriculum such as this could give future generations of young men and women as well as adult learners a grasp of the vision of the good life, a life of responsible citizenship and human decency. The faculty must directly and indirectly transmit this vision. Collaborating on interdisciplinary teams, energized by cross-fertilization of disciplines, they can experience a heightened sense of their resources and talents.

"Over the next fifteen years and into the next century, our Nation will require citizens who have learned how to learn - who can identify, organize, and use all of the learning resources at their disposal. It will depend on creative people who can synthesize and reshape information and who can analyze problems from many different perspectives. And it will require people who will share their knowledge and intellectual abilities in family, community, and national life." Thus the Mortimer report challenges us to seek new standards and new processes for learning in non-traditional as well as traditional baccalaureate programs. We believe that institutions would be well-advised to test their non-traditional efforts against the principles recommended in these significant studies of the past year.

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We want to propose a footnote to the adult curriculum philosophy: we believe that the next decade will see increasing enrollments in such "capstone" interdisciplinary programs as the Bachelor and Master of Liberal Studies. Today's adults have been educated in an excessively segmented and discipline-oriented manner since their earliest grade school years. This specialized education has been useful in preparing men and women for careers and professions in our increasingly specialized society. But adults who have satisfying lifestyles in their practical roles are now finding themselves ready to address the gaps in their education and seek new levels of learning.

Harlan Cleveland recently stressed that truly interdisciplinary learning puts value on generalism, wholism, a synthesis of information. Education should encourage not the learning of facts, but truly integrated brainwork. Organizing data into knowledge has been suggested as a general goal of higher education; refinement of that knowledge into wisdom is the capstone experience which Cleveland envisions.

The creative philosophy which we have described, and which is reflected in the IUC curriculum for adults, provides the foundation and resources for this new learning experience. And if transferred to traditional students as well, it could help to reestablish an academic experience of quality for all participants in American higher education.

COOPERATIVE EDUCATION STUDENTS AS MICROCOMPUTER CONSULTANTS

Joan M. Stoia

Coping with computer problems can be bewildering, frustrating and time consuming. Managers, who must find ways to integrate new computer equipment into their departments or who find already existing equipment difficult to use can often turn to outside computer consultants for help.

Computer consultants can adapt software, train staff and provide a fresh perspective on computer use for the organization. However, professional consulting time is costly and limited. Where the acquisition of equipment has already taken place, the non-technical manager may find that he or she simply needs assistance with fine tuning software or training staff to use the machines comfortably. The manager may, in fact, have already employed a professional to implement a computer system but now finds that a degree of ongoing support will be needed to adapt the new technology to the changing needs of the department.

Managers with these kinds of problems should consider using college and university cooperative education students to work in the area of microcomputer support. Advanced students from a wide variety of disciplines can provide managers with a high quality, low cost alternative to professional computer consultation.

What Is Cooperative Education?

Colleges and universities offering cooperative education programs place students in paid positions in business, industry and government for periods of six months or more to supplement the academic training they receive on campus with actual hands-on work experience in the field.

Cooperative education students perform many of the same tasks as entry-level professionals and work for the employer on either a full or part-time basis. Students apply what they have learned in the classroom to real life problems, test out career objectives, develop maturity and self-confidence and learn new skills from professional mentors in the workplace. In addition, they earn salaries (often between $5 and $10 per hour depending upon location) which help offset the rising cost of attending college.

Some college co-op programs offer students academic credit for participation, while others, like my own Office for Cooperative

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Education at the University of Massachusetts, stress salary and the value of entry-level professional experience as the principal benefits for students.

Employers find that co-op students can be relied upon to complete a variety of complex assignments. They often free regular staff from routine tasks, resulting in a more creative and cost effective use of professional staff time. In the area of microcomputer support, the right cooperative education students can serve as in-house computer consultants costing a fraction of what managers could expect to spend for outside advice.

Nationwide, 1100 colleges and universities, 100,000 students and 30,000 employers participate in cooperative education. The federal government is one of the largest co-op employers, hosting 13,000 students in 1983. At the University of Massachusetts, cooperative education students have worked in numerous public agencies — the National Labor Relations Board, the General Accounting Office, the Food and Drug Administration — and prestigious private sector firms — IBM, General Electric, Digital Equipment Corporation, Data General, Pillsbury, Hartford Insurance and NCR. Our students make excellent employees and have an impressive track record in the area of microcomputer introduction and support.

Students As In-House Consultants

Students who are preparing for careers in computer science, computer systems engineering, business or related fields are particularly well suited to help managers and their staffs use microcomputers more effectively. They do this for four main reasons:

1. State of the Art Technology
   Students receive state of the art training in computers and have detailed technical knowledge of their structure and capabilities. Computer Science students are generally required to take assembly language and are exposed to problem solving methods and the computer languages used in business and government such as Fortran and Cobol. The students may themselves be computer hobbyists. Many own personal computers for which they write unique software.

2. Cost and Recruitment
   Cooperative Education student salaries are usually about 75% of what entry-level professionals are paid. Depending upon employer policy, co-op students may or may not receive benefits. Managers recruit co-op students at no cost with the help of school officials who have experience identifying suitable candidates for employers. At the University of Massachusetts we use a computer assisted referral system

which matches job specifications to student qualifications and produces a pool of potential student applicants in response to specific co-op opportunities within minutes. The computer generates a postcard for each match which briefly describes the position and instructs the student to contact his/her co-op counselor for further details. In this way, we can respond to employer requests quickly and equitably.

3. Students Are Not Threatening
Managers charged with the responsibility of integrating microcomputers into their departments face a variety of obstacles, many of them involving human relations. Learning to use a microcomputer may not be immediately perceived as all that simple by non-technical employees. The evidence suggests that veteran staffers must be introduced to the new methods tactfully and in a non-threatening manner in order to avoid arousing employee resistance. Managers, as well as employees, may feel intimidated by outside consultants who spend only a short time with the client and learn little about the individual office's environment and conditions. Some experts in the field of computer instruction recommend enlisting the aid of young people in the process. Students approach the workplace with few preconceived ideas. They generally have good interpersonal skills, are eager to please and readily identify with the goals and aims of the organization for which they work. Cooperative education students see the sharing of their technological expertise as a *quid pro quo* for the opportunity to gain valuable occupational information from older professionals.

4. The Student Work Style
College students are accustomed to absorbing large amounts of technical data quickly and presenting it back to their instructors in the form of exercises, problems, reports and tests. Good students with the proper educational backgrounds can learn new computer languages readily and get even microcomputer equipment with which they are unfamiliar operational in a short time. Students adjust to the workplace easily, are accustomed to working at a rapid pace because of constant deadlines imposed by learning in short, semester-long units of time, and enjoy the challenge associated with solving problems with microcomputers. Because they work primarily with mainframe computers on campus, students have an entirely different perspective on micros which, by comparison, are much more accessible than their large and powerful cousins. Unlike some professional consultants, students are not averse to working on older, less sophisticated equipment. They can often write new programs to make even the older models achieve desired results. At some institutions, students may have already completed consulting projects for real life clients as part

of class-based projects or tutorials. At the University of Massachusetts, students have the opportunity to do research and consulting at the University Computing Center and under the auspices of public service programs like the Small Business Development Center, the Center for Economic Development and the Institute for Governmental Services.

Deciding To Hire A Student Computer Consultant

Managers who have microcomputers which they find difficult to operate and are therefore underutilized should consider hiring cooperative education students. The nature of the manager's specific problem should dictate in large part which disciplines students should be drawn from. Junior and senior level students following university or college curricula in computer science or electrical engineering can often adapt certain types of existing software. They may, depending upon prior coursework, be able to design, develop and implement new application software to solve many of the day to day problems managers face. These include data management, inventory control, plotting, cataloging, data summary and graphic presentation of data for reports. Business students who have had coursework in business computing and Cobol can get idle equipment operational and can instruct regular employees in its use. They can prepare reports using graphics programs in less time than it would take non-technical support staff. Liberal arts students with a background in computers can often re-write computer manuals which were written by technical specialists into everyday language for easier use by generalists.

Our own program in cooperative education at the University of Massachusetts at Amherst offers several examples of how students can be used to further the use of microcomputers in the workplace. One of our students was hired to see what could be done with a slightly out of date microcomputer until the company's in-house data support team had time to design ways for his department, a jet engine test group, to automate some of the procedures which the engineers were doing by hand. To his manager's surprise, the student wrote several programs capable of plotting engine test results on various graphs which resulted in considerable time savings for the veteran engineers. Many of them were trained before the computer revolution and prior to our student's arrival they had been most reluctant to use the machine. Before the end of his co-op, the student was writing manuals for both engineers and secretaries and instructing them in the multiple uses of the computer. He wrote programs to schedule the actual engine tests and used the graphing capability of the machine to help the department present summaries of its activities to upper management in attractive visual form. During a subsequent assignment with the same employer, the student helped the department prepare its request for upgrading its existing microcomputer stock and software. As the department acquired more and better micros, he gained experience which would not have been available to him on campus where the curriculum emphasizes theory and mainframe use exclusively.

Another of our students, an Accounting major, began his co-op assignment with a large federal agency and found that his department's only microcomputer was stored away unused in a small office. With only one or two business computing courses behind him, the student had never considered himself particularly skilled with computers. Within a short time, however, he was using the equipment to run data which the agency's professional staff usually analyzed by hand. Still another student, this time in Finance, upgraded the demands of his co-op assignment with one of the largest computer manufacturers quite by accident. Due to a hiring freeze, the inventory control unit where he worked was unable to bring on a much needed data support person. The unit manager was told that a pending project would have to wait several months for the in-house support team's attention and so would have to be done by hand taking over two weeks for staff to complete without the necessary software. With only two computer courses and some programming experience from a summer job behind him, the co-op student had more computer know-how than the accountants with whom he worked. He wrote the required program for the department manager and the unit completed the project in two days. During his assignment the student was repeatedly asked to write applications software and now feels quite proficient at it.

A high degree of communication and the opportunity for employee input are often cited as two key factors in the successful introduction of office automation. Managers might be convinced to hire co-op students to undertake activities to enhance office communication and promote employee awareness of computers. For example, a communications major could develop an in-house newsletter on the subject of computers or a social science major could survey employees about their attitudes toward planned computerization. One University of Massachusetts student proposed during his co-op that his company publish a catalogue of the software that was available within each department. His idea promoted software sharing between departments, reduced duplication of effort in the area of software development and resulted in considerable savings for the company and a cash award for the individual.

Colleges and universities have become very interested in recent years in developing stronger relationships with industry and government. Toward this end, a co-op student might be asked to coordinate an in-house seminar on the subject of computers at which faculty advisors would be invited to speak.

Hiring Cooperative Education Students

The three important elements to remember in hiring cooperative education students are the need for a job description, on-going supervision and a well-designed evaluation process.

Campus coordinators use the job description to identify suitable applicants for each position. The job description should define necessary educational requirements and outline specific areas of responsibility. Managers who, for example, desire software design and implementation should require that students have had courses in problem solving with computers, data structures and programming methodology. Business students should have had upper-level courses in business computing and Cobol. All students should be able to demonstrate good interpersonal skills and writing ability before they are hired.

Supervision is generally accomplished jointly by the manager and the campus coordinator. Most students report that an "open door" relationship with the manager works well, but some require more formal supervision through weekly or periodic meetings. Our students submit written reports to the program twice each semester and receive one visit by a member of the staff. This provides an opportunity for dialogue between the manager, the student and a representative of the educational institution.

Students should be evaluated by their managers in writing at the end of each work period. This evaluation provides the student with a clear statement of his or her accomplishments and/or areas for improvement in the future. It helps the student assess the degree to which they have contributed to the organization and assists campus personnel evaluate the success of the placement.

Laying The Groundwork

There are a number of compelling reasons for colleges and universities to consider the contribution to industry and government their students can make in the area of microcomputer support. Cooperative education programs can market this unique skill to increase the number and calibre of student placement opportunities in surrounding communities. Challenging placements of this kind can stretch students' perceptions of how much they know and significantly supplement their preparation in areas not emphasized in the curriculum.

Institutions can begin to develop student consulting abilities before placement by establishing workshops and training programs for students in the area of microcomputer consulting. Next fall my program will offer a three part training program in conjunction with the University Institute for Governmental Services to help prospective co-op students inventory their skills, develop their interpersonal abilities and an understanding of the business environment, and review examples of successful applications programs developed by their colleagues. Related initiatives might include campus presentations for businesses by students and faculty or ensuring a campus presence at area economic development conferences in the college's service area.

Colleges and universities, their students and local employers can gain considerably from service programs centered around the new office technology. Managers can obtain flexible and cost effective consultation, students can expand and improve important skills, and their parent institutions can find new ways to contribute to the economic life of the community while significantly enhancing the educational services they provide.